

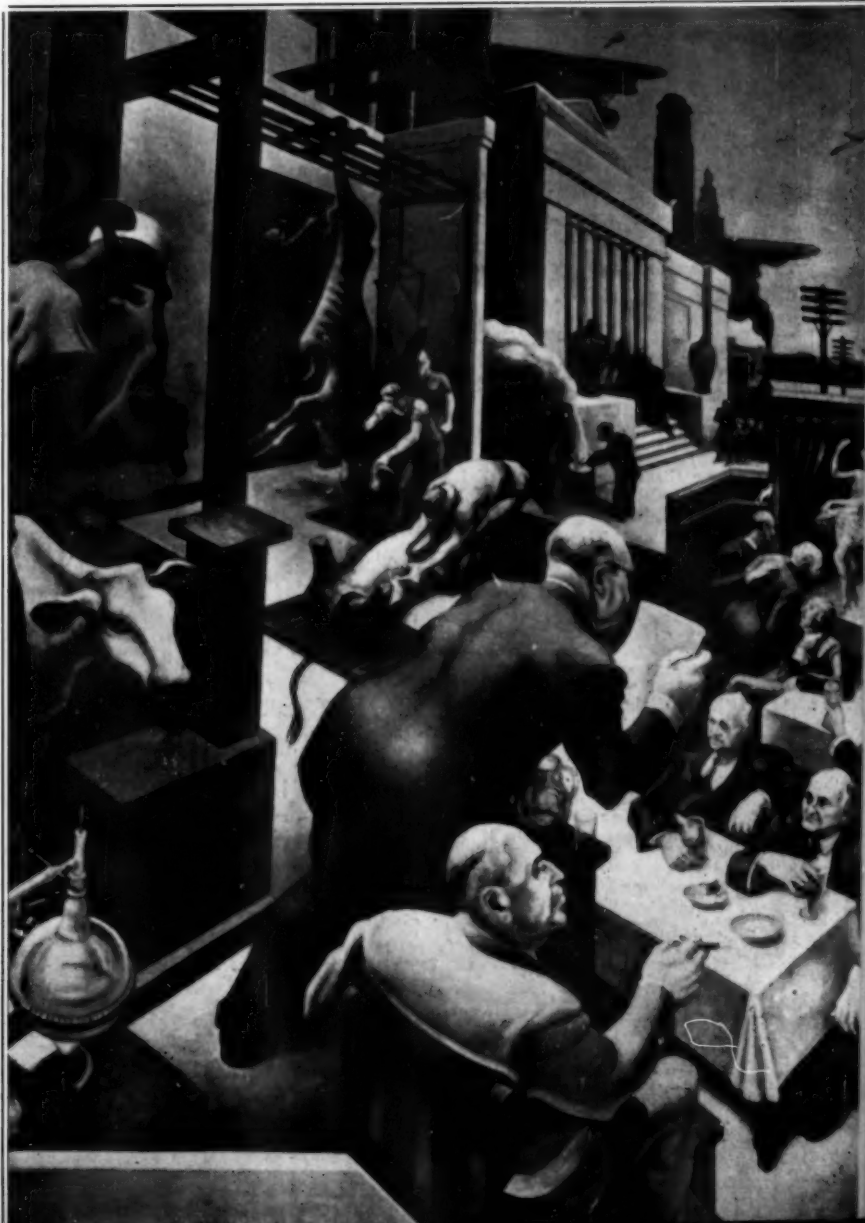
SCHOOL AND COMMUNITY

VOL. XXIII No. 3

MARCH, 1937

Missouri State
Teachers Association
Columbia, Mo.

Benton Mural from Lounge
Missouri House of Repre-
sentatives.—The panel repre-
sents Kansas City. The fig-
ure in the center foreground
"Tom" Pendergast, polit-
ical boss.



SCHOOL AND COMMUNITY

Official Organ of the Missouri State Teachers Association

Send all contributions to the editor.

THOS. J. WALKER, Editor

E. M. CARTER, Adv. Mgr.

Vol. XXIII

MARCH, 1937.

No. 3

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1937
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June 14 - August 6

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Classwork Closes	4 P. M., Friday, August 6
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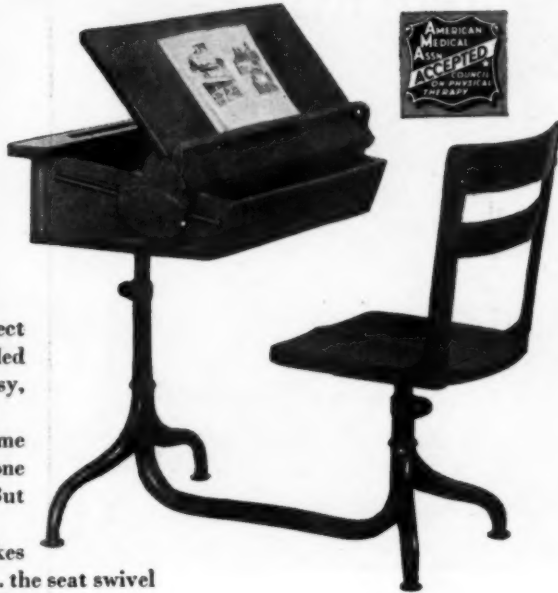
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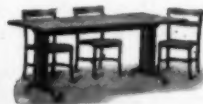
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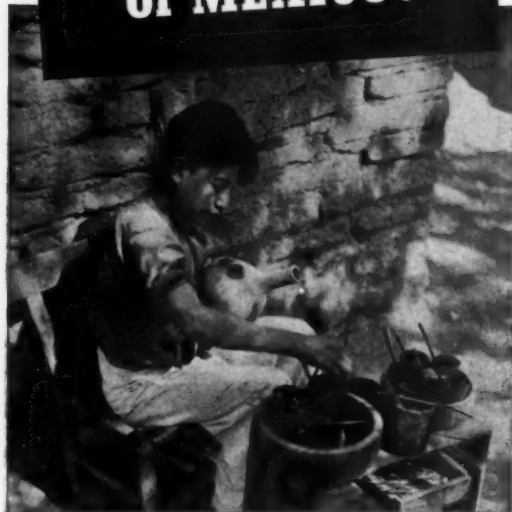


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SCHOOL AND COMMUNITY



VOL. XXIII

No. 3



MARCH,

1937

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MANY important inventions were first used for amusement: the gyroscope existed as a toy before it was used seriously as a stabilization device; ether was used in parlor games in America before it was used in surgery.

UNIQUE are the J. Russell Smith Geographies (for Grades 3 to 8). Dr. Smith is the only geography author who visited every country about which he wrote (except North and South Poles); took many of his own pictures; and wrote the texts in the first person.

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LINCOLN COUNTY CODE OF ETHICS

WE, THE TEACHERS of the Lincoln County Association, in order to promote the cause of popular education, perfect loyalty to our profession, insure personal improvement, and establish the highest standards of professional consciousness, do hereby adopt and propose to strictly abide by the following Code of Ethics:

I.

Be proud of your profession and be a teacher, an individual of which your profession will be proud.

II.

Educate yourself and your community on County, State and National school problems and all legislative measures desired or attempted in regard to such problems. Study professional problems. Support them in every way.

III.

Cultivate whole-hearted friendliness toward every fellow-teacher and school official; cooperate with your fellow-teachers and refrain from destructive criticism.

IV.

Believe in your community.

V.

Cultivate a feeling of trust in fellow-teachers, pupils and patrons.

VI.

Reject all feelings of self-pity.

VII.

Strive daily to acquire genuine charm and poise.

VIII.

Know thyself.

IX.

Be generous with wealth, knowledge, time and spirit. Practice sharing with fellow-teachers.

X.

Continually seek to improve your personality, health, appearance, mental capacities, and teaching abilities.

XI.

Be an active, progressive member of County and State Teachers' Association.

XII.

Strive to know personally every teacher in the Lincoln County Association.

XIII.

Share educational responsibilities, and do not discriminate for any cause among teachers of equivalent training and experience who are doing the same kind of work.

XIV.

As individuals and as groups, teachers should observe principles of conduct set forth in the National Education Association's Code of Ethics.

XV.

No teacher shall, knowingly, underbid and rival in order to secure a position.

XVI.

No teacher shall make application for a position nor shall he or she make any move to gain such position until a vacancy has been declared.

XVII.

The president of the Association shall appoint a Committee to whom violations of this code may be reported. Those accused shall be permitted to have a hearing before this committee. Any person found guilty of violating the Code shall be excluded from the Association for a period of not less than one year. Lists of violators of the Code shall be mailed to each board of education in the County. Lists of violators together with the article violated shall be kept in the office of the County Superintendent of schools where they may be obtained by prospective employers.



EDITORIALS

THE GREEDINESS OF TEACHERS

PRESS REPORTS and recent editorials either imply or actually assert that teachers are showing a spirit of greediness which puts them in a class with Shylock demanding his pound of flesh—and why are we thus branded? In sooth, it is for one simple reason, teachers insist that education of children is a primary and fundamental responsibility of the state and as such has a prior claim upon the resources of the state, but within limits. And those limits are the financing of a minimum program of education as set up by the 1931 School Law.

The minimum program philosophy says that each child regardless of race, color, location or economic condition of his parents or local community shall have at state expense an elementary education of eight years of eight months each and four years of secondary schooling. The expense of this schooling is to be borne by a tax on property fixed at 20 cents on each hundred dollars of valuation and by funds from the state treasury collected as the laws may provide. The total cost of the minimum program is fixed at \$750 per teaching unit for elementary schools and \$1000 for high schools, which so far as teachers are concerned means less than three-fourths of these respective amounts (more than one-fourth being used for other than teacher expense) or an annual salary of less than \$562.50 and \$750 respectively. This is what the

“greedy” teachers are asking at the hands of the state and this is what the 1931 School Law *proposed* to give but has not yet given. Because teachers are asking that this minimum of \$46.88 and \$62.50 per month for a twelve month period be provided they are being branded in the press as greedy Shylocks. If such charges had not been repeated and made in all seriousness it would be hard to believe that intelligent editors and literate reporters could have made such charges (See page 93.)

THE BONE OF CONTENTION

NOW THAT the possibility of the passage of a two cent sales tax and a consequent increase of some twelve million dollars a year seems probable everybody wants a share in the increase, and the hue and cry of “greedy” teachers and too much school money has been adopted as the slogan most likely to assist in making a general raid on the probable increase. It happens however that the people of the state have already expressed themselves definitely on the disposition of these prospective funds. In 1931 they spoke thru their representatives by passing the 1931 School Law. In 1934 they spoke by adopting an old age assistance amendment to the Constitution. Neither of the mandates from the people has been fully met. Naturally these obligations have prior claims on any increase in state revenue. And fortunately the revenues will be adequate, if a two per

cent sales tax is passed, to meet both these obligations reasonably. But they will not be adequate to meet these and at the same time give to political boards, bureaus, commissions and departments the increases they want; hence the necessity of raising the charge of greediness.

Youth and age have both been short changed. Teachers and the unfortunate old folk have been getting less than the minimum ration provided by law, while state employees and officers have been getting their full quotas. If the hungry still have strength enough to demand a legal minimum, surely they should not be intimidated by the charge of greediness in the interests of those whose fat salaries are still fat and to whom rations have never been prorated for lack of money to pay them full allotments.

THE TEACHER RETIREMENT BILL

PROGRESS can be reported with reference to the Teacher Retirement Bill. This bill, reported in this issue, has been drawn with great care and diligence by the Committee on Drafting. The members of this Committee have given with sacrificial liberality their time and energies to the drawing of a measure which to their minds, the mind of a competent actuary, and in the opinion of the Executive Committee is sound and fair to all concerned. The Committee on Education to which the bill was referred has given the proponents of the measure an attentive, courteous and sympathetic hearing. Dr. A. G. Capps and other members of the Committee as well as several representatives of P. T. A.'s and other civic organiza-

tions presented well the claims for the measure.

At present the Bill is before the House Committee on Education and a second hearing will have been held before this issue of *School and Community* reaches its readers. What the final reaction of the Legislature will be is unpredictable at this time. That it has strong support is evident. That many legislators are noncommittal is likewise apparent. No doubt many of them have not yet made up their minds.

Your activity at home in expressing to your representative and senator, your own and your friends' opinions will assist in giving to the legislators the assistance they need in meeting the problem which to Missouri is new and vital. Continued work on your part is essential to success.

LEGISLATIVE STATUS

PAGES ninety-three and ninety-four present the facts which refute the smug unthoughtful statement that the schools are getting too much money. Five millions less than in 1931—and with mounting costs—certainly is not "more than enough". Pages one hundred one to one hundred ten, inclusive, set out the complete and summarized text of the Retirement Bill. Pages one twenty-one and following make brief descriptions of bills pending. From now until the close of the Legislature are important days. You should see that your senators and representatives have the benefit of your knowledge as to the affect of these proposed bills on education in this state should they become laws.

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School Expenditures and School Revenues in Missouri During Recent Years

T. E. Vaughan

RECENT statements in the public press concerning school revenues have implied that if the public schools should be given the usual one-third of the ordinary revenue of the state during the next biennium they would have money in excess of their needs, more in fact than they would know what to do with. That implication suggests a misunderstanding of school revenue conditions which an attempt should be made to remove.

Probably the best way to present the case for the schools is to show what has happened over a period of years with respect to school operating costs, assessed valuation of property, and school taxes. The figures presented in the following tables have been carefully assembled in the offices of the Missouri State Teachers Association, and are believed to be as nearly accurate as the nature of the case will permit.

TABLE 1

Total Expenditures by Missouri Public Schools for Teachers' Wages and Incidental Purposes Including Expenditures for Free Textbooks

School Year	Teachers' Wages	Incidental Purposes	Total Operating Expenditures
1927-28	\$29,545,984	\$ 9,884,103	\$ 39,430,087
1928-29	30,752,710	9,608,896	40,361,606
1929-30	31,283,628	11,249,841	42,533,469
1930-31	31,912,693	10,817,411	42,730,104
1931-32	31,371,306	10,651,795	42,023,101
1932-33	27,136,688	9,351,746	36,488,434
1933-34	25,077,195	9,543,423	34,620,618
1934-35	24,618,066	9,745,992	34,364,058
1935-36	25,615,098	10,393,126	36,008,224
1936-37	27,102,188 ¹	10,500,000 ²	37,602,188

¹Actual reports of salaries of 21,798 teachers and estimates of salaries of 2,700 teachers, based on averages for the 21,798.

²Estimated on the basis of teachers' salaries.

It will be noted from Table 1 that the amount being spent this year for school operating purposes is almost two million dollars less than the amount spent during the school year 1927-28, and more than five million dollars less than the amount spent during the school year 1930-31, despite the great increase in state aid. The reduction is due, of course, to a reduction in school taxes, which has come about largely because of a reduction in the assessed valuation of taxable property, as shown in Table 2.

TABLE 2
Assessed Valuation of Real Estate and Personal Property as Shown by the Journal of the State Board of Equalization

Territorial Unit	Valuation 1928	Valuation 1936	Per Cent Reduction
Entire State	\$4,182,768,530	\$3,187,277,940	24%
Clark County	18,080,396	10,496,352	42%
Harrison County	33,493,318	18,408,947	45%
Lewis County	20,496,085	10,935,865	47%
Montgomery County	16,051,710	9,337,713	42%
Pemiscot County	16,631,537	11,320,639	32%
Vernon County	25,819,916	16,961,125	34%

A district by district calculation of school taxes levied for all purposes for the school years 1927-28 and 1936-37 yielded the results shown in Table 3.

TABLE 3
School Taxes Levied for All Purposes

School Year	Rural Districts	High School Districts	Total School Taxes Levied
1927-28	\$4,782,977	\$33,145,778	\$37,928,755
1936-37	2,647,316	29,266,360	31,913,676
Decrease	\$2,135,661	\$ 3,879,418	\$ 6,015,079
% Decrease	44.65%	11.70%	15.86%

State aid, exclusive of free textbook money, was \$4,085,232 for the school year 1927-28, and is \$10,124,501 for the school year 1936-37, an increase of \$6,039,269, which is almost exactly the same as the decrease in school taxes levied, as shown by Table 3. In addition, however, to the reduction in taxes levied on real estate and personal property, there has been a decrease since 1927-28 of approximately \$700,000 in the school taxes paid by railroads and other public utilities. Consequently, school revenues are not yet back to where they were in 1927-28, and they are far below the 1930-31 level, when expenditures for school operating purposes were more than five million dollars greater than they will be this year.

The increase in state aid has served merely to replace in part the revenues lost through reductions in direct school taxes, and thus to shift a part of the burden of school support from local communities to the state. The extent to which that shift has already taken place is shown by these facts: (1) for the school year 1927-28, local property taxes accounted for approximately 81 per cent of all school revenue,

and state aid, including free textbook money, accounted for approximately 11 per cent; (2) for the school year 1936-37, local property taxes will account for approximately 69 per cent of all school revenue, and state aid, including free textbook money, will account for approximately 24 per cent.

In the face of rapidly increasing prices for the necessities of life, school expenditures cannot be lowered, nor can they be kept at the present level. Consequently, if state aid is not increased, local property taxes will be increased. If a two per cent sales tax is passed at this session of the General Assembly, if no other tax now in effect is repealed, and if one-third of the general revenue is appropriated for the support of public schools, the increase in

state aid for schools will be approximately \$2,000,000 for the school year 1937-38 and something over \$4,000,000 for the school year 1938-39, the increase for the school year 1937-38 depending, of course, on the date when the increased sales tax is put into effect. Even these increases in school revenue would not suffice to bring school expenditures back to the 1930-31 level, if none of the increase in state aid were reflected in local tax reductions. Experience has shown, however, that increases in state aid bring decreases in local taxes. Consequently, there is little ground for the contention that the appropriation of one-third of the general revenue for school support during the next biennium would result in an unusual amount of school revenue.

Confusion In The Camp

V. M. Hardin, Principal Pipkin and Reed
Junior High Schools

THERE IS A CERTAIN traditional story to the effect that a leader by the name of Moses left his followers in the camp while he went upon a mountain for some special training. Later he returned to his people and found them all in one round of confusion so much so that disintegration had taken place far in excess of the wildest imagination in which the leader might have indulged. If Henry Barnard or President Elliot of Harvard were to return to life today each would doubtless be amazed at the confusion that exists in the educational camp. One has only to listen to the addresses of an educational association or to stand on the side lines after the meeting and hear the panaceas proposed for the ills of our school to come to the conclusion that there is division in the camp.

A survey of the literature describing the multitude of practices in the field reveals that we have at least the following divisions in our camp: the worshipers at the shrine of college entrance requirements in the secondary field, the wor-

shippers of the status quo, and the worshipers of a changing curriculum to meet the needs of youth as they participate in a dynamic society. We would not be too harsh if we accuse the first group of the failure to realize that the days of the gay nineties are gone and schools are facing the stern realities of a new age filled with all kinds of conflicts. The major purposes which guided education a few generations ago no longer suffice, therefore this group should transfer its devotions to a more worthy shrine.

The second group is made up of two factions. The one recognizes that we live in a changing world but justifies its smug complacency by saying that we have always had change so why be disturbed about it. This group views with no alarm whatsoever the challenge of the social and economic scene, nor is it stirred to action by the ever increasing secondary school population to a large per cent of whom the traditional college offers little. They rationalize the problem and remain loyal to

the traditional compartmentalization of subject matter. The fact that the curriculum offerings have increased 475% from 1904 to 1930 is evidence to them that the needs have been met. The second faction of this group, being a bit more alert, realizes the seriousness of the situation but lacks the courage to face realities with definite and appropriate action, therefore they merge themselves with the first faction and offer no sympathy to their more courageous colleagues.

It is exceedingly difficult to describe the third group because they are by no means homogeneous. There are the chameleons, the liberals and the radicals. There are those who are definitely and earnestly seeking a way out of the wilderness. There are those who are attracted by the glamour of a new movement and become the noisiest in their clamor for any kind of change; they do the cause of education most damage for they either misinterpret the challenge to the school or direct children into activities without having thought through the problems involved. Our greatest hope rests with the group that is persistently, patiently and intelligently attacking the problem with all the fervor possible for the purpose of developing a program which can be justified both in relation to the needs of youth and in relation to the needs of society.

Let us try to analyze the cause for the prevalent confusion. In the first place the school has failed to keep pace with the rapidly moving social and economic scene. We have limited the meaning of democracy to one small area of life, namely the political aspect. The shackles of tradition have a strong grip upon us and we hesitate to break their hold. Just recently we heard representatives of the Thirty Schools Experiment report on the highways they were trying to build. In spite of the fact that they had been given their freedom by the accrediting agencies and by a large majority of the colleges they were afraid to pioneer very far from the old home town. College entrance requirements, traditional subjects, school marks, compartmentalization—all haunted them in ghostlike fashion in every move they

tried to make; consequently they, with a few exceptions, have made but little progress. We do not disparage their efforts for the rest of us have a rare opportunity to profit by their successes and failures.

The cry of society today is for intelligent leadership, for intelligent participation in the life of which we are a part, for democratic relationships in all the areas of life, for abundant living on the part of its members, for universal employment in vocations that provide a satisfying challenge and for clearer social understandings.

When the school is called upon for help its reply in all too many instances is that this is not its concern. Or if an attempt is made to respond positively it is in language like this, "All we have to offer is Latin, algebra, chronological history which exaggerates military aspects of civilization, science of a highly technical and specialized quality, English for the mentally elite, et cetera. Furthermore we have no time to depart from our fixed patterns of behavior for these hitherto unheard of demands." The situation is similar to one in which the owner of a modern automobile might walk into a nineteenth century shop, ask for repairs for his machine and be told "we have harness repairs and buggy whips but no gadgets for these new fangled machines which are the products of the devil for the destruction of the saints." Perhaps we should not be too critical because the program of the school was planned a long time ago for a wholly different purpose. It was never anticipated that conditions like the present would ever exist.

The second cause for the confusion lies in the fact that teachers have never been trained for the insistent educational demands growing out of the life of today. The early emphasis in the traditional college was on highly specialized subject matter which contributed little to a solution of the real problems which confront one daily. It was thought that if one knew a large number of facts nothing else mattered. In other words education and knowledge were synonymous. We have no

objection to knowledge of the pragmatic kind. Surely we must have facts to aid us in our several crises but facts alone will not save us. The ability to select and use facts as one faces the puzzling situations of everyday experience is one of the major goals of the school. Furthermore it was thought that if the teacher knew his facts the problem of teaching others was a simple one but the Herbartians would not have it so. They for reasons well known to those familiar with the history of education placed much emphasis upon specific training for teachers. As a result schools of education sprung up over the country much to the disgust of the subject matter specialists who continue in certain quarters to hold their noses when one mentions methods courses or teaching based on principles of the psychology of learning. While teacher training institutions have contributed much toward a better quality of service in the classroom yet they have been guilty of the same faults in kind in that they have not kept up with the procession. They have been absorbed in evolving devices and methods, in teaching the tricks of the trade and in dealing with the problem in a highly abstract and out moded fashion. One can still find abundant situations where the teaching is in harmony with the old faculty psychology of learning. The S-R bond enthusiasts in the strictly limited sense hold sway in many schools with all their mechanistic devices for conditioning the learning process.

Teachers need to have a technique for analyzing the social and economic scene for understanding the fuller meaning of democracy as related to the various aspects of life to the end that they may be able to guide pupils in those experiences which will be most helpful to them. They need a social philosophy which will guide them in their educational planning. Schools will continue to be handicapped in facing the challenge satisfactorily till a more adequate program of training is developed by those institutions proposing to provide teachers for us. We would not be too pessimistic for a few institutions here and there are alert to the situation and are striving diligently to revise their pro-

cedures in such a way as to be of greatest service directly to those in training and indirectly to the schools of our nation.

The third cause of the confusion is twofold in nature. One aspect owes its existence to the fact that we have no unifying social philosophy around which to build our educational program. We hear such statements as these which are in conflict with one another.

First, It is the function of the schools to transmit the heritage of the race which means that all problems so far as the schools are concerned have been settled, therefore, education must play a hands off policy.

This philosophy is concerned only with traditional subject matter as such and not with what is happening to individuals or to society.

Second, It is the function of the school to help individuals adjust themselves to life as it is today.

This means to accept society for good or ill without question and make the most of it.

Third, It is the function of the schools to rebuild society and to do it speedily.

This implies that the school already has in its possession the pattern of what society ought to be, also that present society has said we hereby surrender all authority to you so go ahead and make Utopia for us. Possibly the exponents of this philosophy do not mean all that they imply or they may see more clearly the highway through the wilderness than the rest of us are able to do.

There are germs of value in all three statements but we need someone to lead us in developing a unifying social philosophy to guide us in our educational planning. Rugg in his book on "American Life and the School Curriculum" suggests these characteristics of the new philosophy.

First, the new philosophy must be socially cooperative, not competitive.

Second, the new philosophy must also be individual and dynamic.

Third, the new philosophy must represent a real community point of view.

Fourth, the new philosophy must provide dramatic and intriguing loyalties.

While we may not accept these as final yet they are worthy of our consideration. So long as we have as many philosophies as we have leaders in the field of education just that long will we play the role of Stephen Leacock's horseman who mounted his steed and rode off in all directions.

The second aspect of this third cause for confusion is an outgrowth of the first namely, confused solution to such problems as what is the school's responsibility to the individual and to society? That is, what shall the program of the school be? Here we have all kinds of answers. Some would have us deal with the intellectual aspects of pupils' lives and leave the rest to chance. Some would have us preserve the traditional program but supplement it with additional courses and social activities. Some would attack the problem through the curriculum but giving the curriculum a much broader interpretation than is ordinarily given. The Fieldston Plan, the Virginia Plan, the Thirty Schools Experiment all are significant phases of the last way of answering the question.

We should not become discouraged because of the variety of ways that so many schools are experimenting. It is a healthy sign for educational leaders to be willing to pioneer, to suffer hardships and even to fail in certain areas in the attempt to justify the school as a worthy agency of society.

Let us now raise these questions. First is this confusion detrimental to the cause of education and to society? We think that it is if prolonged; for until education can present a united front in facing the challenge of modern society we will not only fail the youth of today but the society of tomorrow. This does not mean that each school should be an exact replica of every other in organization, and in classroom procedures, but it does mean that the objectives are the same. Second, is there a way out of the wilderness in which we now find ourselves? We think there is. If there were not we might as well hoist the white flag and surrender to ignorance, chaos and doom.

In the first place we must have a unifying social philosophy. Without it there is little hope. We should also have agreement on what is the school's responsibility in the situation. We may have to continue to struggle individually, like the original thirteen colonies did, until circumstances compel us to develop and agree upon a working philosophy.

Second, we must have teachers whose training is of such quality and quantity as to enable them to be worthy leaders of youth. This represents both a challenge to the teacher training institutions and to those whose responsibility is to select members of the school staff. We are not ignoring the in-service training which the individual school may set up for its own staff.

Third, we must shift our emphasis from subject matter as an end to the individual pupil and his relation to the society of which he is a part.

Fourth, sufficient funds must be secured whereby the staff may be adequate for the task—adequate from the standpoint of no one teacher having to deal with an excess number of personalities. Adequate from the standpoint of having within the personnel specialists who can take care of problems beyond the province of the classroom teacher or even the administrator. We also must have sufficient funds to secure the necessary facilities such as physical equipment, teaching materials and other essentials. What value would it be to call in the best skilled surgeon for an emergency operation without his having the proper facilities for the task? Too often we demand unreasonable results from teachers because we fail to provide the bare essentials with which to work.

Finally, we must have community co-operation. We cannot do the job satisfactorily without the sympathetic understanding and assistance of the school patrons for after all education of the child is a cooperative enterprise. A few communities are meeting this responsibility by selecting some representative citizens to sit down with the school authorities at regular intervals and study the relation of the schools to modern conditions of life. We read recently of an

interesting experiment being tried in one community. Representatives of the different agencies which touch youth at some vital point meet and study the needs of youth and after deciding what they are, the representatives plan ways and means

for satisfying those needs. It seems to us that this offers an excellent suggestion for helping the school go the whole way in developing a program to the end that youth may live the abundant life in a highly interdependent order of society.

"Why Study The Paris Pact?"

V. Don Hudson

THE FEBRUARY, 1937, issue of *School and Community* carried an article by Mr. O. Myking Mehus, entitled, "Why Study the Paris Pact?" The author, of course had reference to the Kellogg-Briand Peace Pact which was signed at the Quai d'Orsay on August 27, 1929, by representatives of fifteen states, proclaimed by President Hoover on July 24, 1929, and which at present is adhered to by more than sixty states.

Mr. Mehus, as chairman of the National Student Forum of the Paris Peace Pact for the State of Missouri, seems to see much value in studying this pact in the high schools of the state. But aside from its historical value, just why should the Pact be given the emphasis he suggests?

The Paris Pact is quite short. The essence of it is found in articles 1 and 2. Here the signatories condemn recourse to war for the settlement of international controversies, and renounce it as an instrument of national policy in their relations with one another. They also agree that all disputes or conflicts which may arise among them shall be settled only by pacific means.

Most sane people will agree with Mr. Mehus when he says "We must realize that the principles of peace are more important than the principles of war and brute force." Few people would argue with him when he says "The Pact appeals to the highest and noblest in man and is the antithesis of the law of the tooth and claw which has ruled in the past." If it is instruction in these noble principles that we seek, surely we can find better material for this work than the scanty 7 or 8 lines which constitute articles 1 and 2 of the Pact. If it is thought that the Pact should be emphasized in the schools because it offers a ray of hope for the prevention of

wars in the future we probably should also look elsewhere for this.

The Paris Pact is nothing more than a moral and diplomatic gesture. It is not a renunciation of the use of military force by the signatory states for any purpose for which states have resorted to force in the recent past. The signatories to this Pact do not refrain from military action in the pursuit of diplomatic objectives, nor does it offer any assurance that such violence will not encounter resistance, with armed conflict resulting. The signatories are not required to submit any particular controversy to any particular mode of pacific settlement. Much more than most other treaties the Pact is a scrap of paper binding no one to anything. In the face of this why should high school teachers represent the Pact as a valuable agency for the preservation of the peace in the future? Teachers will unavoidably disillusion pupils sufficiently without deliberately doing it.

The real importance of the Pact is to be found in the meaning attached to it in the interpretative notes and understandings which preceded its ratification. It is true that on the face of the Pact the signatories "condemn recourse to war for the solution of international controversies" and to "renounce it as an instrument of national policy in their relations with one another." They even agree never to seek the solution of disputes "except by peaceful means." But the real meaning and importance of the Pact is not to be found in these phrases; it is to be found in the definitions and interpretations attached to them by the leading signatories during the negotiations. The French caused an understanding to be reached that the Pact was not to apply to wars of self-defense or to obligations under existing military al-

liances. At the insistence of the British the Pact was understood not to interfere with the state's liberty of action in areas of vital interest. There "areas" were purposely left undefined. The American State Department understood that the Pact was not to interfere with the right of the United States to enforce the Monroe Doctrine. The exact meaning of this right was also left undefined. It was understood by all the signatories that the Pact forbade only "wars of aggression," and did not apply to defensive hostilities provided for by the League Covenant, the Locarno treaties or other treaties of alliance.

The Pact, then, is nothing more than a diplomatic gesture made by the foreign offices and followed by an extensive publicity campaign in the United States and other countries. It was supported by many earnest enthusiasts for peace. But it is very generally recognized today that the Pact is just another instrument drafted by "diplomats skilled in the art of using language to conceal meaning and adept in the science of reservations and interpretations designed to safeguard freedom of action without destroying the appearance of solemn commitments." Teachers should be, if not the first, certainly not the last, to recognize such an obvious fact.

The logical conclusion to be derived from these considerations is that the only kinds of wars which the Pact forbids are those which do not occur under present conditions. All nations who go to war, insist that they fight in self-defense. The signatories to the Pact are free to fight in self-defense, and they are free to define for themselves what constitutes self-defense. They are free to take whatever action that seems best to promote their "interests." Under our national state system, power is sought competitively and by force. Under such a system wars of "aggression" and "self-defense" are without meaning. A pact which renounces war but permits wars of self-defense is also without meaning. Why tell our high school students otherwise? Why not tell them,—as the Manchurian and Ethiopian situations have proved to be the truth—that general renunciation of war which imposes no effective limitations upon the right of states to employ military force against one another

so long as they insist they are fighting in self-defense, is an idle gesture.

If the Paris Pact is not worth stressing in the schools, what can the teachers do to promote the cause of peace. Perhaps very little in a direct way. Certainly there are few tangible evidences of their efforts of the past. There seems to be a tragic psychological fallacy in most of what has been done in the past to insure peace and good will among nations. It is time that teachers, and all others interested in the cause of peace, came to the realization that security pacts, sanctions, mutual guarantees, covenants, procedures of pacific settlement, and pacts renouncing war do not touch the roots of the problem of international peace and war. The real problem is to promote the peaceable and orderly readjustment of power relationships between the nations of the world. The formulation and teaching of pacts to renounce war will not do this. The problem is not one of mechanisms. It is one of modifying and readjusting attitudes, values, ideologies, sentiments, emotions, loyalties and allegiances. And, furthermore, it is doubtful that the problem can be solved so long as the cult of the competitive national state system exalts national power as the most important end of political action. War is merely a means to an end. If peace is really desired, rather than renouncing war the states should renounce the quest for power, the struggle for profits, and the demand for empires. There are no indications that this shall be done in the near future. Teaching the Paris Pact will contribute little toward this end. Professor Frederic L. Schuman in his book *International Politics*, seems to almost state the alpha and omega of the peace problem when he says "there can be no assurance of permanent peace until the ruling classes of the western states have revolutionized their political values and attitudes and arrived at a fundamentally new orientation toward themselves and their relation with one another." The past history of the peace and war problem indicates the reasonableness of this attitude. It strikes somewhere near the roots of the problem. It makes the Paris Pact seem to be one of the lesser of many inconsequential efforts in the long chain of events directed toward the preservation of the peace and good will among nations.

Meditations of a Counselor

By Maurice D. Woolf
CASE NUMBER ONE

"EVERYTHING IS A MESS! I hate school, but there is nothing else that I really want to do. What is wrong with me?"

Well young man, let's look over your record: grades consistently high until recently; three hours work in the library daily; participation in school honorary organization; health medium; tuition by scholarship. . . .

Bill, your situation is so much more encouraging than most which come to my attention that I find it difficult to believe that you have a problem. You have a scholarship; you belong to most of the honorary organizations; you have been bid to the most desirable social fraternitv on the campus; you are respected by classmates and faculty. You are intelligent, good-looking, and hard-working. What is wrong?

You don't feel well. Your grades are slipping. You feel that people don't like you, and you're not having any fun!

You want my honest opinion, don't you? In the first place, while you are not sick, still you are not really well. You look sleepy and a little dull. I'll wager you seldom get more than seven hours sleep a night. I suggest nine hours sleep every night for a month and after that eight hours sleep each night. Don't tell me you can't afford to lose the time. Your waking hours will be spent more efficiently. Your skin looks lifeless and rough. Drink a half-gallon of water every day. Sign up for a gym class. You have spent so much time in study and work and so little in regular physical exercise that—no wonder you've lost your sparkle. Wait! Don't tell me! I know! You have sinus trouble, a bad hip, and flat feet, but a mild physical education class won't hurt you. Furthermore, see that you eat three meals a day at the right time. You and other students too, would like to pretend that you can cram your days and nights with activity and neglect your bodies, and still maintain efficiency. As a matter of fact, not only your efficiency but your mental health suffers

when your body is out of tune. Naturally, with your physical and mental health impaired, you cannot make satisfactory personal contacts.

When your health improves, your appearance will improve, too. Now, I approve of your clothes. They are inexpensive, but well-fitting, neat, and inconspicuous; and you are not constantly conscious of them. I can tell that you feel comfortable in them. That is good. Your nails are clean. Your shoes are shined. However, you have overlooked an important item. I would like to tell you that what you need is a daily bath and perspiration check. That would go a long way toward making you more attractive to the type of boys and girls you would like to know. But I won't be so brutally frank. I'll just remind you not to neglect your shower after gym class. If you are clean and if you are sure you smell good, your poise and ease of manner will be automatically bolstered.

Now, Bill, you've had some breaks. You've always been able to get a job and you have always deserved one. You were valedictorian of your class and that was only just. You have had two scholarships which you have earned. You have an indulgent older brother who gives you extra clothes, trips, and occasional luxuries. Your mother bakes, mends, and washes for you. I'm not saying that you shouldn't have all these comforts; nor, that you haven't earned most of them; nor that you are not grateful for them, but, maybe, you haven't savored them enough. Perhaps, your triumphs have come so logically and consistently and regularly that they seem just part of every day life. The capacity to savor things can be developed. One can learn to take pleasure in such a small experience as saying an expressive word or hearing a well timed comment. I don't mean you should gloat over your honors and comforts, but merely "feel" them now and then.

Am I right in believing that you are looking for contentment as well as for new friends. Good health, careful grooming, and the habit of enjoying life can help you

in the pursuit of both, but there is one more thing you can do. You can like people. And when you like people, you listen sympathetically to what they say, and think about their problems, and live their achievements and difficulties with them. Bill, you have of necessity been self absorbed. I'm not criticizing you. You were obliged to be to get where you are. When you were teaching a country school for thirty dollars per and saving half of it, or working in a restaurant in the summers, or studying six hours a day to win the scholarship, you had to be concerned with yourself, and oblivious to the problems of others. One sympathetic generous gesture might have meant death to your hopes of college. But now that you have more time, it isn't too late to learn to be friendly. Go a little out of your way to be nice to people. Write that friendly newsy letter to your mother. Copy that article for your broth-

er's council meeting. Take home that new novel for your landlady to read. Try to put that new librarian at ease. And above all LISTEN attentively and intelligently and responsively to people's talk about themselves. The friendliest things you can do cost nothing. The happiest and most popular person I know acts just like everyone else except that he is sincerely interested in people. He knows about their families, their business, their hobbies, what they read, what they eat. He listens to them talk about themselves. He doesn't flatter, but he finds out the really nice things about people and comments on them.

You have shown that you have unusual intelligence and energy. Your persistence in the face of difficulty is amazing. If you can direct these faculties in the pursuit of friends and contentment, you have every right to expect success.

The Proposed Teacher Retirement System For Missouri

THE MISSOURI STATE TEACHERS Association has prepared and introduced into the Legislature a bill to provide a retirement system for all teachers in the public schools of the State. The proposed system is a sound retirement system following, in general, the financial basis used by states such as, New York, Pennsylvania, New Jersey, Maryland and Louisiana, which have successful statewide plans for teachers. Furthermore, the plan follows the Social Security Act in providing that the State's contribution will be distributed over the future in a manner which will make the contribution paid by the public in the earlier years lower than the contribution paid by the public in other states. In order that every teacher in the State may be acquainted with the major features of the bill, a digest, section by section, is presented in this preliminary statement and the complete text follows the digest.

Summary of the Bill

Section 1 defines the technical words and phrases used in the bill.

Section 2 provides for the name and cor-

porate entity of the "Teacher Retirement System of the State of Missouri", to begin operation July 1, 1937.

Section 3 provides that all teachers in the public schools, or any public educational institution of the State including the State Department of Education and the county superintendents of schools, shall become members of the system unless a waiver is filed with the Board of Trustees.

Section 4 provides that teachers in service or on leave at the time the system begins operation are to be credited with service rendered prior to July 1, 1937, in computing service credit under the proposed retirement law.

Section 5 provides for the payment of benefits, which are as follows:

(1) That on and after July 1, 1941, any member may retire provided he or she has attained the age of 62. Prior to July 1, 1941, retirements are permitted only at age 68 in 1938 with a lowering of permissive ages of retirement each year thereafter to 1941.

(2) That teachers must retire at age 70

unless they and their employer ask for their continuance.

(3) That on retirement after age 62, the benefit will be approximately 1/80 of the average salary of the teacher for the last ten years of service multiplied by the number of years of the teacher's service. (The exact benefit is determined by the teacher's savings and by certain maximum and minimum limitations which affect the very low paid and the higher paid teachers.)

(4) That teachers who become disabled after ten years of service may be retired.

(5) That on retirement for disability the benefit in the normal case, will be one quarter of the average salary of the teacher for the last ten years of service, with larger benefits for those with longer periods of service.

(6) That if a teacher resigns or otherwise leaves the service, the teacher may withdraw all his contributions with interest.

(7) That if a teacher dies the contributions of the teacher, with interest, will be paid to the teacher's estate or the beneficiary formerly designated by the teacher.

(8) That on retirement a teacher may elect to receive a smaller retirement allowance than could otherwise be payable, and as a result the teacher may make provision for a wife or other dependent in the event of death while retired.

Section 6 provides that the system shall be administered by a board of trustees consisting of the State Superintendent of Schools, the State Auditor, two persons appointed by the Governor, and three members of the system elected by the teachers. It provides that a medical board shall determine eligibility for disability allowances, and further for annual actuarial valuations to keep the system on a sound financial basis.

Section 7 provides for restrictions on the investment of the funds of the system, and for setting the rate of interest to be allowed in accordance with the earnings on the funds.

Section 8 provides for the crediting of money contributed by the teachers to certain funds and the money contributed by the State to certain other funds. This will assure the teachers and the public that young teachers are not to pay for the benefits of older teachers, or vice versa, or that the teachers will not have to pay for bene-

fits which are to be paid for by the State, or vice versa. This clean-cut segregation of funds is found in the better retirement systems of the country.

Teachers are to contribute 4% of their compensation, except that those drawing in excess of \$2400 are to pay on \$2400 and have their benefit computed on this compensation.

The State is to contribute a rate sufficient to cover the benefits for current service and to take care of the crediting of service rendered before July 1, 1937. The rates to be paid by the State are to be set by actuarial valuation and the actuary of the committee is now making the final calculations to determine the State's rates after 1939, so that both the teachers and the State will know exactly what the system will cost.

Section 9 provides for the State appropriations needed to support the system.

Sections 10 to 15 provide certain legal conditions referring to the nonassignment of benefits, the correction of errors, the guaranty of benefits, taxation, exemption, garnishment, and constitutionality which are usually included in laws of this kind but which are not of very great immediate interest to teachers.

General Comments

A report is now being prepared to present the system in detail, to give illustrations of the benefits in dollars and cents, to give the cost to the State of the system, so that all who are interested in the system from the standpoint of either the teacher or of the public will have all of the facts on which to reach a conclusion.

This preliminary statement is issued in the hope that teachers will acquaint themselves with the general plan of the system. The system is not the most liberal nor possibly not quite as liberal as the average of a number of other systems, but it is sound. It is as liberal as certain other sound systems, and it is fair. If teachers and the public will support the system, Missouri can place on its statute books a law which will be of immeasurable value to the schools and the pupils and students therein. The teachers, who are not under the Social Security Law or under any retirement law, will have a conservative and sound retirement system which will relieve them of the constant fear of dependency in the event of disability or old age.

HOUSE BILL NO. 330

(Teachers Retirement Bill)

Introduced by Messrs. Hamlin of Marion and Hamlin of Greene.

Section 1. The following words and phrases as used in this Act, unless a different meaning is plainly required by the content, shall have the following meanings:

(1) "Retirement System" shall mean the Teacher Retirement System of the State of Missouri as defined in Section 2 of this Act.

(2) "Public School" shall mean any day school conducted within the State under the authority and supervision of a duly elected District or City Board of Education and any educational institution supported in whole or in part by the State.

(3) "Employer" shall mean the State of Missouri or the school district, board or other agency of and within the State by which the teacher is paid.

(4) "Teacher" shall mean any teacher, helping teacher, librarian, secretary, clerk, principal, supervisor, city superintendent, assistant superintendent, district superintendent of public schools, county superintendent, State superintendent, member of the State Department of Education, president, dean or teacher in any institution supported in whole or in part by the State. In all cases of doubt the Board of Trustees hereinafter defined, shall determine whether any person is a teacher as defined in this Act.

(5) "Member" shall mean any teacher included in the membership of the system as provided in Section 3 of this Act.

(6) "Board of Trustees" shall mean the Board provided for in Section 6 of this Act to administer the Retirement System.

(7) "Medical Board" shall mean the board of physicians provided for in Section 6 of this Act.

(8) "Service" shall mean service as a teacher as described in Subsection (4) of this section and paid for by the employer as described in Subsection (3) of this section.

(9) "Prior Service" shall mean service rendered in a publicly supported institution prior to the date of establishment of the Retirement System, for which credit is allowable under Section 4 of this Act, provided not more than forty years of prior service shall be allowed any teacher.

(10) "Membership Service" shall mean service as a teacher rendered while a member of the Retirement System.

(11) "Creditable Service" shall mean "Prior Service" plus "Membership Service" for which credit is allowable as provided in Section 4 of this Act, provided not more than forty years of creditable service shall be allowed any teacher.

(12) "Beneficiary" shall mean any person in receipt of a retirement allowance or other benefit as provided by this Act.

(13) "Regular Interest" shall mean interest at the rate set by the Board as provided in Section 7, Subsection (2) of this Act.

(14) "Accumulated Contributions" shall mean the sum of all the amounts deducted from the compensation of a member and credited to his individual account in the Teacher Annuity Savings Fund together with regular interest.

(15) "Earnable Compensation" shall mean the full rate of the compensation that would be payable to a teacher if he worked the full normal working time, provided, however, that any such compensation at a rate in excess of \$2400 per annum shall be used as \$2400 for benefits and contributions under this Act.

(16) "Average Final Compensation" shall mean the average annual earnable compensation of a teacher during his last ten years of service as a teacher, or if he has had less than ten years of service, then his average earnable compensation for his total service.

(17) "Teacher Annuity" shall mean payments for life derived from the "accumulated contributions" of a member. All teacher annuities shall be payable in equal monthly installments.

(18) "State Annuity" shall mean payments for life derived from money provided by the State of Missouri. All state annuities shall be payable in equal monthly installments.

(19) "Retirement Allowance" shall mean the sum of the "teacher annuity" and the "state annuity", or any optional benefit payable in lieu thereof.

(20) "Retirement" shall mean withdrawal from active service with a retirement allowance granted under the provisions of this Act.

(21) "Teacher Annuity Reserve" shall mean the present value of all payments to be made on account of any teacher annuity or benefit in lieu of any teacher annuity computed upon the basis of such mortality tables as shall be adopted by the Board of Trustees, and regular interest.

(22) "State Annuity Reserve" shall mean the present value of all payments to be made on account of any state annuity or benefit in lieu of any state annuity computed upon the basis of such mortality tables as shall be adopted by the Board of Trustees, and regular interest.

(23) "Actuarial Equivalent" shall mean a benefit of equal value when computed upon the basis of such mortality tables as shall be adopted by the Board of Trustees, and regular interest.

Section 2. A retirement system is hereby established and placed under the management of the Board of Trustees for the purpose of providing retirement allowances and other benefits under the provisions of this Act for teachers of the State of Missouri. The retirement system so created shall be established as of July 1, 1937. It shall have the power and privileges of a corporation and shall be known as the "Teacher Retirement System of the State of Missouri", and by such name all of its business shall be transacted, all of its funds invested, and all of its cash and securities and other property held.

Section 3. All persons who are teachers on the date as of which the retirement system is established, including those who are on leave of absence and eligible for retirement, as well as all persons who shall become teachers after the date as of which the retirement system is established, shall become members of the retirement system as a condition of their employment, except as hereinafter provided.

(1) The Board of Trustees may, in its discretion, deny the right to become members to any class of teachers whose compensation is only partly paid by their employer or who are serving on a temporary or other than per annum basis, and it may also in its discretion, make optional with members in any such class their individual entrance into membership.

(2) Should any member in any five-year period after last becoming a member render less than two years of service, or should he withdraw his accumulated contributions, or should he retire or die, he shall thereupon cease to be a member.

(3) Any teacher who was a teacher on or before the date of establishment of this retirement system may, within a period of ninety days next following, file with the Board of Trustees on a form prescribed by said board a notice of his election not to be a member of the system and a duly executed waiver of all present and prospective benefits which would otherwise inure to him on account of his being a member of the retirement system. Notwithstanding the filing of such waiver, any teacher who thereafter accepts a position as a teacher under an employer other than that by which he was employed immediately prior to the date of establishment shall become a member of the retirement system by virtue of such appointment as teacher.

Section 4. Under such rules and regulations as the Board of Trustees shall adopt, each member who was a teacher during the year immediately preceding the establishment of this retirement system and who becomes a member during the first year of operation of the retirement system, may file a claim for prior service credit, which may include services as a teacher as defined in Section 1, Subsection (4) of this Act both within and without Missouri, rendered before the date of the establishment of this system.

(1) Subject to the above restrictions and to such other rules and regulations as the

Board of Trustees may adopt, the Board of Trustees shall verify as soon as practicable after the filing of such statements of service, the service therein claimed.

(2) Upon verification of the statements of service the Board of Trustees shall issue prior service certificates certifying to each such member the length of service, not to exceed forty years, rendered prior to the day of the establishment of the retirement system, with which he is credited on the basis of his statement of service. So long as membership continues, a prior service certificate shall be final and conclusive for retirement purposes as to such service, provided, however, that any member may, within one year from the date of issuance or modification of such certificate, request the Board of Trustees to modify or correct his prior service certificate. When membership ceases, such prior service certificate shall become void. Should the teacher again become a member, such teacher shall enter the system as a teacher not entitled to prior service credit except as provided in Section 5 of this Act.

(3) Creditable service at retirement on which the retirement allowance of a member shall be based shall consist of the membership service rendered by him since he last became a member, and also if he has a prior service certificate which is in full force and effect, the amount of the service certified on his prior service certificate, not to exceed forty years.

Section 5. Benefits shall be payable under the conditions and in the amounts hereinafter specified.

(1) On and after July 1, 1941, any member in service may retire upon written application to the Board of Trustees setting forth at what time, not less than thirty days nor more than ninety days subsequent to the execution and filing thereof, he desires to be retired, provided that the said member at the time so specified for his retirement shall have attained the age of sixty-two, and notwithstanding that, during such period of notification, he may have separated from service.

On and after July 1, 1940, any member who has attained age sixty-four may so retire; on and after July 1, 1939, any member who has attained age sixty-six may so retire; and on and after July 1, 1938, any member who has attained age sixty-eight may so retire.

(2) Any member in service who has attained the age of seventy years shall be retired forthwith provided that with the approval of his employer he may remain in service until the end of the school year next following the date on which he attains the age of seventy years, and provided further, that with the approval of the Board of Trustees and on the request of a member and his employer, any member who has attained or shall attain the age of seventy years may be continued in service for a period of two years following each such request.

(3) A member placed on service retirement shall receive:

(a) A teacher annuity which shall be the actuarial equivalent of his accumulated contributions at the time of his retirement, and

(b) A state annuity of one-fourth of his final average salary, if he has a membership service of forty years or over since he last became a member; or if such membership service is less than forty years, a state annuity of $1/160$ of his final average salary multiplied by the number of such years of membership service, and

(c) If the member has a prior service certificate in full force and effect, a further state annuity of $1/80$ of his final average salary multiplied by the number of years of service certified on his prior service certificate.

(d) In every case the teacher shall receive the full teacher annuity herein provided under (a) and such additional state annuity as herein provided under (b) and (c) as his record of service entitles him to receive, provided, however, that the total state annuity shall not exceed one hundred dollars a month for twelve calendar months a year, nor shall the retirement allowance be less than ten dollars a year for each year of creditable service. Any adjustment in the retirement allowance on account of this paragraph shall be made in the state annuity.

(e) Any employer may, from its funds, supplement any retirement allowance made, as hereinbefore provided, by allowing and making payments to such an extent and in such an amount or amounts as may be necessary to provide, for a beneficiary or beneficiaries, a total allowance or allowances in an amount or amounts not to exceed more than half salary, the determination of the amount of salary or half salary upon which such supplemental allowance shall be based to be made, in each case, by the employer.

(4) Upon the application of a member in service or his employer, any member who has had ten or more years of creditable service may be retired by the Board of Trustees, not less than thirty and not more than ninety days next following the date of filing such applications, on a disability retirement allowance provided, that the Medical Board, after a medical examination of such member, shall certify that such member is mentally or physically incapacitated for the further performance of duty, that such incapacity is likely to be permanent, and that such member should be retired.

(5) Upon retirement for disability a member shall receive a service retirement allowance if he has attained the age for permissive retirement as defined in Section 5, Subsection (1), otherwise, he shall receive a disability retirement allowance which shall consist of:

(a) A teacher annuity which shall be the actuarial equivalent of his accumulated contributions at the time of retirement; and

(b) A state annuity which, together with his teacher annuity, shall provide a total retirement allowance equal to ninety per centum of $1/80$ of his average final compensation

multiplied by the number of years of his creditable service, and if such member teacher has creditable service beginning before age forty, a further state annuity sufficient to make the retirement allowance equal to twenty-five per centum of his average final compensation.

(6) Once each year during the first five years following retirement of a member on a disability retirement allowance, and once in every three-year period thereafter, the Board of Trustees may, and upon his application shall, require any disability beneficiary who has not yet attained the age for permissive retirement as defined in Section 5, Subsection (1) to undergo a medical examination, such examination to be made at the place of residence of said beneficiary or other place mutually agreed upon, by a physician or physicians designated by the Board of Trustees. Should any such disability beneficiary refuse to submit to at least one medical examination in any such year by a physician or physicians designated by the Board of Trustees, his allowance may be discontinued until his withdrawal of such refusal and should his refusal continue for one year, all his rights in and to his state annuity may be revoked by the Board of Trustees.

(a) Should the Medical Board report and certify to the Board of Trustees that such disability beneficiary is engaged in or is able to engage in a gainful occupation paying more than the difference between his retirement allowance and his average final compensation, and should the Board of Trustees concur in such report then the amount of his state annuity shall be reduced to an amount which together with his teacher annuity and the amount earnable by him, shall equal the amount of his average final compensation. Should his earning capacity be later changed, the amount of his state annuity may be further modified; provided that the new state annuity shall not exceed the amount of the state annuity originally granted nor an amount, which, when added to the amount earnable by the beneficiary together with his teacher annuity, equals the amount of his average final compensation.

(b) Should a beneficiary be restored to active service, his retirement allowance shall cease, he shall again become a member of the retirement system, any prior service certificate on the basis of which his service was computed at the time of his retirement shall be restored to full force and effect, and in addition, upon his subsequent retirement he shall be credited with all his service as a member, provided however, that his total state annuity for service prior to his restoration shall not exceed the state annuity he was drawing at the date of restoration.

(7) Should a member cease to be a teacher except by death or retirement, he shall be paid such part of the total amount of his previous contributions as he shall demand and in addition he shall receive such part of the

interest previously credited to his account in the Teacher Annuity Savings Fund, not less than three-quarters thereof, as the Board of Trustees shall authorize by standing resolution adopted from time to time.

(8) Should a member die before retirement, the amount of his accumulated contributions standing to the credit of this individual account in the Teacher Annuity Savings Fund shall be paid to his estate or to such person as he shall have nominated by written designation, duly executed and filed with the Board of Trustees.

(9) With the provision that no optional selection shall be effective in case a beneficiary dies within the thirty days after retirement, and that such a beneficiary shall be considered as an active member at the time of death; until the first payment on account of any benefit becomes normally due, any member may elect to receive his benefit in a retirement allowance payable throughout life, or he may elect to receive the actuarial equivalent, at that time, of his retirement allowance in a reduced retirement allowance payable throughout life with the provision that:

(a) If he dies before he has received in payments of his teacher annuity the present value of such annuity as it was at the time of his retirement, the balance shall be paid to his legal representatives or to such person as he shall nominate by written designation duly acknowledged and filed with the Board of Trustees; or

(b) Upon his death, his reduced retirement allowance shall be continued throughout the life of, and shall be paid to, such person as he shall nominate by written designation duly acknowledged and filed with the Board of Trustees at the time of his retirement; or

(c) Upon his death, one-half of his reduced retirement allowance shall be continued throughout the life of, and shall be paid to, such person as he shall nominate by written designation duly acknowledged and filed with the Board of Trustees at the time of his retirement; or

(d) Some other benefit or benefits shall be paid either to the member or to such person or persons as he shall nominate, provided such other benefit or benefits, together with the reduced retirement allowance, shall be equivalent in actuarial value to his retirement allowance, and shall be approved by the Board of Trustees.

Section 6. (1) The general administration and responsibility for the proper operation of the retirement system and for making effective the provisions of this Act are hereby vested in a Board of Trustees which shall be organized immediately after four of the trustees provided for in this section have qualified and taken the oath of office. The Board shall consist of seven trustees as follows:

(a) the State Superintendent of Public Schools, Ex-officio;

(b) the State Auditor of Missouri or a

member appointed by him to serve during his term;

(c) two members appointed by the Governor from persons not members of the retirement system, one to serve for two years and one to serve for four years, the successors of whom shall each be appointed for a term of four years; and

(d) three members elected by the members of the retirement system from among the members of the retirement system in a manner to be prescribed by the Board of Trustees, one to serve for one year, one to serve for two years, and one to serve for three years, provided that until such election the Governor shall appoint these teacher members. Their successors shall each be elected for a term of four years.

(2) If a vacancy occurs in the office of a trustee, the vacancy shall be filled for the unexpired term in the same manner as the office was previously filled, except that if a vacancy occurs among the three members elected from the retirement system, the Governor shall appoint a member of the retirement system to serve until a successor has been elected and qualified.

(3) The trustees shall serve without compensation, but they shall be reimbursed from the Expense Fund for all necessary expenses that they may incur through service on the Board.

(4) Each trustee shall, within ten days after his appointment or election, take an oath of office that, so far as it devolves upon him he will diligently and honestly administer the affairs of the said Board, and that he will not knowingly violate or willingly permit to be violated any of the provisions of law applicable to the retirement system. Such oath shall be subscribed to by the member making it, shall be certified by the officer before whom it is taken, and shall immediately be filed in the office of the Secretary of State.

(5) Each trustee shall be entitled to one vote in the Board. Four votes shall be necessary for a decision by the trustees at any meeting of said board.

(6) Subject to the limitations of this Act the Board of Trustees shall, from time to time, establish rules and regulations for the administration of the funds created by this Act and for the transaction of its business.

(7) The Board of Trustees shall elect from its membership a chairman and shall by a majority vote of all its members appoint a secretary, who may be, but need not be, one of its members. It shall engage such actuarial and other service as shall be required to transact the business of the retirement system. The compensation of all persons engaged by the Board of Trustees, and all other expenses of the Board necessary for the operation of the retirement system shall be paid at such rate and in such amount as the Board of Trustees shall approve, and in accordance with the funds available.

(8) The Board of Trustees shall keep in

convenient form such data as shall be necessary for actuarial valuation of the various funds of the retirement system, and for checking the experience of the system.

(9) The Board of Trustees shall keep a record of all its proceedings which shall be open to public inspection. It shall publish annually on or before the first day of January a report showing the fiscal transactions of the retirement system for the preceding school year, the amount of the accumulated cash and securities of the system, and the last balance sheet showing the financial condition of the system by means of an actuarial valuation of the assets and liabilities of the retirement system.

(10) The Attorney-General of the State of Missouri shall be the legal advisor of the Board of Trustees.

(11) The Board of Trustees shall designate a Medical Board to be composed of three physicians not eligible to participate in the retirement system. If required, other physicians may be employed to report on special cases. The Medical Board shall arrange for and pass upon all medical examinations required under the provisions of this Act, shall investigate all essential statements and certificates by or on behalf of a member in connection with an application for disability retirement, and shall report in writing to the Board of Trustees its conclusions and recommendations upon all the matters referred to it.

(12) The Board of Trustees shall designate an actuary who shall be the technical advisor of the Board of Trustees on matters regarding the operation of the funds created by the provisions of this Act, and shall perform such other duties as are required in connection therewith.

(13) Immediately after the establishment of the retirement system and again in 1940 and in each fifth year period thereafter, the actuary shall make such investigation of the mortality, service and compensation experience of the members of the system as he shall recommend and the Board of Trustees shall authorize, and on the basis of such investigation he shall recommend for adoption by the Board of Trustees such tables as are required for use in the operation of the retirement system. The Board of Trustees shall adopt appropriate tables and as soon as practicable thereafter the actuary shall make a valuation based on such tables, of the assets and liabilities of the funds created by this Act.

(14) On the basis of such tables as the Board of Trustees shall adopt, the actuary shall make an annual valuation of the assets and liabilities of the funds of the system created by this Act, and on the basis of such valuations the Board of Trustees shall certify the rates of contribution payable to the State Annuity Accumulation Fund.

Section 7. The funds belonging to the retirement system shall be held in trust to be used only for the purpose for which they were contributed and shall be managed as herein-after provided.

(1) The Board of Trustees shall be the trustees of the several funds created by this Act as provided in Section 8 and shall have full power to invest and reinvest such funds, subject to all the terms, conditions, limitations and restrictions imposed by the laws of Missouri upon life insurance companies in making and disposing of their investments; and subject to like terms, conditions, limitations and restrictions, said trustees shall have full power to hold, purchase, sell, assign, transfer and dispose of any of the securities and investments in which any of the funds created herein shall have been invested, as well as the proceeds of said investments and any money belonging to said funds. For the purpose of meeting disbursements for state annuities, teacher annuities, and other payments there may be kept available cash, not exceeding ten per centum of the total amount in the several funds of the retirement system.

(2) The Board of Trustees annually shall allow regular interest on the mean amount for the preceding year in each of the funds with the exception of the Expense Fund. The amounts so allowed shall be due and payable to said funds, and shall be annually credited thereto by the Board of Trustees from interest and other earnings on the money of the retirement system. Any interest left in the Teacher Annuity Savings Fund as the result of members withdrawing shall be used to reduce the interest otherwise required to be transferred to such fund. Any additional amount required to meet the interest on the funds of the retirement system shall be paid from the State Annuity Accumulation Fund, and any excess of earnings over such amount required shall be paid to the State Annuity Accumulation Fund. Regular interest shall mean such per centum rate to be compounded annually as shall be determined by the Board of Trustees on the basis of the interest earnings of the system for the preceding year and of the probable earnings to be made, in the judgment of the board, during the future, such rate to be limited to a minimum of three per centum and a maximum of four per centum with the later rate applicable during the first year of operation of the retirement system.

(3) The Treasurer of the State of Missouri shall be custodian of the several funds. All payments from said funds shall be made by warrants drawn pursuant to requisitions signed by two persons designated by the Board of Trustees. A duly attested copy of a resolution of the Board of Trustees designating such persons and bearing on its face specimen signatures of such persons shall be filed with the Auditor as his authority for drawing warrants pursuant to such requisitions. No requisition shall be drawn unless it has previously been authorized by resolution of the Board of Trustees.

(4) Except as otherwise herein provided, no trustee and no employee of the Board of Trustees shall have any direct interest in the gains or profits of any investment made by

the Board of Trustees, nor as such receive any pay or emolument for his services. No trustee or employee of the Board shall, directly or indirectly, for himself or as an agent in any manner use the same, except to make such current and necessary payments as are authorized by the Board of Trustees; nor shall any trustee or employee of the Board of Trustees become an endorser or surety, or in any manner an obligor for money loaned or borrowed from the Board of Trustees.

Section 8. All of the assets of the retirement system shall be credited according to the purpose for which they are held to one of five funds; namely, the Teacher Annuity Savings Fund, the Teacher Annuity Reserve Fund, State Annuity Accumulation Fund, the State Annuity Reserve Fund, and the Expense Fund.

(1) The Teacher Annuity Savings Fund shall be the fund in which shall be accumulated the contributions from the compensation of members. After July 1, 1937, the employer of each and every member of the Teacher Retirement System of the State of Missouri shall deduct from each and every payment of earnable compensation four per centum thereof; and each of the amounts so deducted shall be paid into the said Teacher Annuity Savings Fund and shall be credited together with the regular interest thereon to the individual account of the member from whose compensation said deduction was made. However, employers shall be required to remit to the Board of Trustees of said retirement fund the aforesaid deductions in such manner and at such times as the Board of Trustees shall prescribe, or the Board of Trustees may permit employers to retain the amount so deducted and have a corresponding amount deducted from their state distributive school money otherwise payable to them. Should the contribution due the State Annuity Accumulation Fund be in default in any year, no deductions shall be made from the compensation of members during such year. In addition to the contributions deducted from compensation hereinbefore provided, subject to the approval of the Board of Trustees, any member may redeposit in the Teacher Annuity Savings Fund by a single payment or by an increased rate of contribution an amount equal to the total amount which he previously withdrew therefrom with regular interest thereon. The accumulated contributions of a member withdrawn by him, or paid to his estate or to his designated beneficiary in event of his death as provided herein, shall be paid from the Teacher Annuity Savings Fund. Upon the retirement of a member his accumulated contributions shall be transferred from the Teacher Annuity Savings Fund to the Teacher Annuity Reserve Fund.

(2) The Teacher Annuity Reserve Fund shall be the fund in which shall be held the reserves on all teacher annuities in force and from which shall be paid all such annuities and all benefits in lieu thereof, provided in this Act. Should a beneficiary be restored to

active service his teacher annuity reserve shall be transferred from the Teacher Annuity Reserve Fund to the Teacher Annuity Savings Fund and credited to his individual account therein.

(3) The State Annuity Accumulation Fund shall be the fund in which shall be accumulated all reserves for the payment of all state annuities and other benefits payable from contributions made by the State of Missouri and from which shall be paid all state annuities and other benefits on account of members with prior service credit. Contributions to and payments from the State Annuity Accumulation Fund shall be made as follows:

(a) On account of each member there shall be paid annually into the State Annuity Accumulation Fund by the State of Missouri for the preceding fiscal year an amount equal to a certain percentage of the earnable compensation of each member to be known as the "normal contribution", and an additional amount equal to a percentage of his earnable compensation to be known as the "accrued liability contribution". The rates per centum of such contributions shall be fixed on the basis of the liabilities of the retirement system as shown by actuarial valuation. For the first biennium the normal contribution shall be two and three-quarters per centum, and the accrued liability contribution shall be one-quarter per centum of the annual earnable compensation of all members.

(b) On the basis of regular interest and of such mortality and other tables as shall be adopted by the Board of Trustees, the actuary engaged by the Board to make each valuation required by this act during the period over which the accrued liability contribution is payable, immediately after making such valuation, shall determine the uniform and constant percentage of the earnable compensation of the average new entrant, which if contributed on the basis of the earnable compensation of such new entrant throughout his entire period of active service would be sufficient to provide for the payment of any state annuity payable on his account. The rate per centum so determined shall be known as the "normal contribution" rate. After the accrued liability contribution has ceased to be payable, the normal contribution rate shall be the rate per centum of the earnable compensation of all members obtained by deducting from the total liabilities of the State Annuity Accumulation Fund the amount of the funds in hand to the credit of that fund and dividing the remainder by one per centum of the present value of the prospective future earnable compensation of all members as computed on the basis of the mortality and service tables adopted by the Board of Trustees and regular interest. The normal rate of contribution shall be determined by the actuary after each valuation.

(c) After each valuation the actuary engaged by the Board of Trustees shall compute the rate per centum of the total annual earnable compensation of all members which is

equivalent to 1/250 of the amount of the total state annuity liability on account of all members and beneficiaries which is not dischargeable by the funds in hand, the aforesaid normal contribution to be made on account of such members during the remainder of their active services. The accrued liability contribution on and after the year 1949 shall be one-quarter per centum of the total annual earnable compensation of all members plus the percentage represented by 10/250 of the accrued liability as previously described and as determined by the valuation of the year 1949, which contribution shall continue until the accrued liability is liquidated. Prior to the year 1949 the accrued liability contribution shall be one-quarter per centum of the total annual earnable compensation of all members plus the percentage represented by 1/250 of the accrued liability as previously described, as determined by the annual valuation next preceding, multiplied by the number of years which shall have elapsed after the year 1939.

(d) The total amount payable in each year to the State Annuity Accumulation Fund shall be not less than the sum of the rate per centum known as the normal contribution rate and the accrued liability contribution rate of the total earnable compensation of all members during the preceding years; provided, however, that the amount of each annual accrued liability contribution shall be at least three per centum greater than the preceding annual accrued liability contribution, and that the aggregate contribution by the State of Missouri shall be sufficient, when combined with the amount in the fund, to provide the state annuities and other benefits payable out of the fund during the year then current.

(e) The accrued liability contribution shall be discontinued as soon as the accumulated reserve in the State Annuity Accumulation Fund shall equal the present value, as actuarially computed and approved by the Board of Trustees, of the total liability of such fund less the present value, computed on the basis of the normal contribution rate then in force, of the prospective normal contributions to be received on account of persons who are at that time members.

(f) All state annuities, and benefits in lieu thereof, with the exception of those payable on account of members who receive no prior service allowance, shall be paid from the State Annuity Accumulation Fund.

(g) Upon the retirement of a member not entitled to credit for prior service, an amount equal to his state annuity reserve shall be transferred from the State Annuity Accumulation Fund to the State Annuity Reserve Fund.

(4) The State Annuity Reserve Fund shall be the fund in which shall be held the reserves on all state annuities granted to members not entitled to credit for prior service and from which such state annuities and benefits in lieu thereof shall be paid. Should such a beneficiary be restored to active service his state annuity reserve shall be transferred from

the State Annuity Reserve Fund to the State Annuity Accumulation Fund. Should the state annuity of such a disability beneficiary be reduced as a result of an increase in his earning capacity the amount of the annual reduction on his state annuity shall be paid annually into the State Annuity Accumulation Fund during the period of such reduction.

(5) The Expense Fund shall be the fund to which shall be credited all money provided to pay the administration expenses of the Retirement System and from which shall be paid all the expenses necessary in connection with the administration and operation of the system. One dollar shall be deducted by the employer from the first pay check each year of each member in addition to the four per cent deduction. All money so collected shall be credited to the Expense Fund of the Teacher Retirement System of the State of Missouri. Any surplus or deficit in the fund shall be adjusted by transfer to or from the State Accumulation Fund.

Section 9. On or before the first day of November next preceding each regular session of the General Assembly of Missouri, the Board of Trustees shall submit to the budget director an estimate of the amounts which will become due and payable to the retirement system by the State during the biennium next following, together with a statement of the percentage of the total salaries of all members which is equivalent to such amounts. The amounts thus submitted shall be included by the budget director in his budget estimate of the appropriation required to be made from the general revenue fund, and it shall be the duty of the General Assembly to appropriate from the general revenue fund such amounts for the purposes specified in the budget director's estimate. Pursuant to requisitions made by the Board of Trustees, the State Auditor shall, on or before the first day of March and the first day of August of each year, draw a warrant or warrants on the State Treasurer for one-fourth of the amounts appropriated to the Teacher Retirement System of the State of Missouri for the biennium. Upon the receipt of such warrant or warrants, the State Treasurer shall immediately credit the retirement system with the amount or amounts specified thereon.

Section 10. The right of a person to a state annuity, a teacher annuity or a retirement allowance, to the return of contributions, the state annuity or retirement allowance itself, any optional benefit or death benefit, any other right accrued or accruing to any person under the provisions of this act, and the money in the various funds created by this Act, shall be unassignable.

Section 11. Any person who shall knowingly make any false statement or shall falsify or permit to be falsified any record or records of this retirement system in any attempt to defraud such system as a result of such act shall be guilty of a misdemeanor, and shall be punishable therefor under the laws of the

State of Missouri. Any employer failing to make the deductions at the proper time and to submit them as required by the Board of Trustees shall be guilty of a misdemeanor and subject to the penalties as prescribed by the state law. Should any change or error in the records result in any member or beneficiary receiving from the retirement system more or less than he would have been entitled to receive had the records been correct, the Board of Trustees shall correct such error, and, as far as practicable, shall adjust the payments in such a manner that the actuarial equivalent of the benefit to which such member or beneficiary was correctly entitled shall be paid.

Section 12. The creation and maintenance of reserves in the State Annuity Accumulation Fund, the Teacher Annuity Reserve Fund and State Annuity Reserve Fund as provided for, and regular interest creditable to accounts in the Teacher Annuity Savings Fund as provided in Section 8 of this Act, and the payment of all state annuities, teacher annuities, retirement allowances, refunds and other benefits granted under the provisions of this Act, and all expenses in connection with the administration and operation of this retirement system are hereby made obligations of the State of Missouri. All income, interest and dividends derived from deposits and investments authorized by this Act shall be used for the payment of the said obligations of the said State. Any amounts derived therefrom which, when combined with the regular amounts otherwise contributable by the State of Missouri as provided under the provisions of this Act, exceed the amount required to provide

such obligations, shall be used to reduce the regular appropriations otherwise required.

Section 13. The right of any person to a state annuity, teacher annuity, or retirement allowance, to the return of contributions, the state annuity, teacher annuity or retirement allowance itself, any optional benefit or death benefit, any other right accrued or accruing payable or paid to any person under the provisions of this Act and the money in the various funds created under this Act are hereby exempt from any tax of the State of Missouri and shall not be subject to execution, garnishment, attachment or any other process legal or equitable whatsoever, either before or after payment.

Section 14. The deduction from any member's salary or compensation provided for in this act shall be made notwithstanding that the salary or compensation provided for by law for any member shall be reduced thereby. Every member shall be deemed to consent and agree to the deductions made and provided for herein and shall receipt for his full salary or compensation, and payment of salary or compensation less said deductions shall be a full and complete discharge and acquittance of all claims and demands whatsoever for the services rendered by such person during the period covered by such payment, except as to the benefits provided under this Act.

Section 15. If any section or part of any section of this Act is declared to be unconstitutional, the remainder of the Act shall not thereby be invalidated. All provisions of the law inconsistent with the provisions of this Act are hereby repealed to the extent of such inconsistency.

Echoes From The Conventions

Contributed by Miss Ella V. Dobbs

Missouri congratulates her son and former resident, A. L. Threlkeld, on planning and directing one of the most successful and enjoyable meetings of the Department.

Democracy a Keynote

It was impossible for any one person even to look in on all the numerous sessions but it is safe to say that few if any of the speakers failed to use the word *democracy* in some form or connection. Educational leaders seem generally aroused to the signs of the times which threaten our form of government.

The first emphasis in the use of the term was related to free discussion of current topics in the school room in such an impersonal and unbiased way that boys and girls ought to learn to discuss the pros and

cons of controversial problem without rancor or personal bias; and that they might learn to hear such words as communism and fascism without a desire to turn away from their very mention but rather to face the issues and to learn how to combat any enemy to the maintenance of our national ideals. It was pointed out frequently that these controversial topics are discussed often very ignorantly in the home and elsewhere out of school and that their mention in school was not *teaching bad doctrines* but rather enlightening pupils to their dangers through thoughtful examination.

Much emphasis was also given to democracy in school administration and from John Dewey on down, nearly every speaker advocated procedures which included teach-

er participation in curriculum planning and other phases of administration in which the teachers intimate knowledge of pupil needs is most valuable and indispensable. In some cases the demand for greater democracy in administration included a demand for less disparity between the salaries of teachers and supervisors, commensurate with the higher scholastic standing and superior training increasingly demanded of teachers.

The Question of Supervision

The nature and extent of supervision came in for a large share of criticism from several viewpoints. Supervision of divisions and subjects was voted a device to superimpose autocratic authority in many instances or to improve the quality of work of poorly prepared teachers. By logical contrast the better the preparation of the teachers the less the need for supervision. The ideal held up seemed to be the selection of adequately trained teachers leaving them free to work out the problems presented in their classes, and depending upon group conferences of the teaching staff to set goals toward which work would be directed.

This suggestion harks back to the organization of the Elementary School of Chicago University when John Dewey astonished the educational world with his plan to place an expert teacher in each classroom, discard the course of study and let the teacher organize the instruction the children needed. After nearly a half century his idea is beginning to percolate into the minds of present day leaders, who in many instances imagine they have themselves originated a brand new theory.

The question of supervision at New Orleans found an echo in the Progressive Education meeting in St. Louis in which a considerable proportion of the audience was classroom teachers. One speaker who announced "I would do away with all supervisors" received a most hearty round of applause. Side line comments overheard were flavored with—"How can the person who comes in for a brief visit at infrequent intervals understand the conditions which the teacher meets daily."

Personality vs. Training

Another high point of emphasis dealt with personality and its importance over

mere scholarship. While much emphasis was laid on advanced training it was equally emphasized that academic degrees cannot make up for the lack of fine character and effective personality in the daily contacts and development of the nations future citizens. This emphasis on democracy in administration also stressed the wisdom and justice of encouraging creative expression on the part of the teacher quite as earnestly as the teacher is urged to stimulate and develop the creative impulses of children. Looking on and listening in from the side lines there seemed to be quite a general impression that some administrators had been autocratic rather than democratic in their relationship to the classroom and that progress and national safety lay in the direction of learning democracy by practice rather than precept.

A Year of Centennials

1937 has been designated as the Horace Mann Centennial since it was in 1837 that he began his notable career as a member of the Massachusetts Board of Education. In recognition of his great service the official program carried his picture as a frontispiece accompanied by the quotation—"Be ashamed to die before you have won some victory for humanity." 1837 also marked the induction into office of the first city school superintendent in the U. S. in Buffalo. 1837 also marked the establishment of the first kindergarten by Friedrich Froebel in Germany.

This last event gave the keynote to several speeches noting the growing and highly desirable tendency to carry forward the essential elements of kindergarten theory into middle and upper grades through the greater use of activities and laboratory methods in classroom procedure.

Southern Hospitality

No reference to the New Orleans meeting could be complete without comment upon the superlative example of the far famed hospitality of the South. There was the shower of camellias at the opening session, the complimentary breakfast Wednesday under the *Dueling Oaks* in the City Park where a delightful Creole breakfast was served to the accompaniment of make-believe duels, groups of women in old time costumes who sang "Good Morning Dear Teachers", a choir of negro girls who sang

spirituals, a vegetable vender with a basket of cabbages on his head who cried his wares in musical rhythm, an organ grinder with a monkey which gathered small coins eagerly but could not be tempted to collect tax tokens, all combining to make a colorful and festive occasion. There was the splendid singing of the great choir at the Vesper Service and the wonderful pageant by public school pupils on Sunday evening,

followed by the children's Mardi Gras parade at the close of the session on Thursday. There were the attractions of the old French-Spanish quarter and other points of interest and not least the satisfaction in the safety of the city while old man river was pouring thousands of cubic feet of water per second through the great spillway into Lake Ponchartrain and the Gulf, relieving the city of all danger.

A Bird's-eye View of Education

By Ada Boyer

A HUMMING BIRD'S-EYE VIEW OF MUSIC

THE BOYS were gathered around the victrola the other morning, and Tommy was playing the wood-wind group while the others told the name of each instrument. Back on the reading table, the pictures of all the instruments were scattered to the reach of eager hands; and they held aloft the picture as Tommy played the record. Various comments were enthusiastically uttered: "Ah, play the harp. That's prettier than the old wood-winds!" "I like the piccolo best." "Play the trumpet. That's like a bugle." The identifying went on, with Floyd holding up an instrument in position and pretending to play.

Steven could not carry a tune when school started; but he, like many other youngsters, has learned to sing fairly well by singing over and over the simple songs. The astonishing thing is that youngsters can learn to sing as they learn to read. Even when the teacher has no talent, little training, and next to no inclination to give the training, the unvarying enthusiasm with which the music period is greeted and the astonishing results more than reward even mediocre teaching. In no other subject is the result so certain and so obvious.

Many children are from homes where there is no music; and they invariably sing at first as if they were monotones. Monotones, however, are very few, and sometimes these seemingly poor singers are the ones who quickly develop an unusual ability. Usually, too, they seem to enjoy the music period much more than others, probably because of the scarcity of music in their lives.

When the county chorus songs are taught, the effect is far-reaching and very much worthwhile. Pre-school children sing them lustily, catching them from the older children who sing, whistle and yell various variations, both flattering and unflattering to the teacher. Some little silent chap acts totally indifferent to music; but at home, he sings away with vigor and vim, if not with perfection. This we know: music stays with them, is used all their lives, and fills a need nothing else can satisfy. This alone should be enough to send every teacher deeper into the realm of music.

Of course, I felt completely bewildered at that array of musical instruments I must teach. What? Teach orchestra instruments when the only ones I recognized were the violin, the 'cello, and the percussions! I am not exaggerating. Those alone could I recognize, and I could not distinguish the sounds of different instruments. Added to that, orchestras were mere mixtures of noise-producing instruments which had the violins up in front. Nor can I believe that my experience is different from half our rural and small town elementary teachers.

Then suddenly, along with others in the same predicament, I found myself teaching the stringed instruments. What could we do? Study, of course! "Where there's a will, there's a way" certainly applies to teaching music when one has no training. But since the teacher is ever a Jill-of-many-subjects, why stop at one thing more? But, as you know, material is scarce, and hardly suitable when found. Many musical terms are vague to us, and hence would probably be to many of our pupils. Our stand-bys

are The World Book, The Book of Knowledge, and the Orchestra Chart and Handbook, the latter a rather glorified catalog, but the pictures are almost indispensable in this work. Then too, the different records of single instruments are needed.

Our school could not get a piano, badly as all of us wanted one; but we did get two gifts: a remarkably good organ and a victrola. The organ meets the need the victrola cannot meet. With this and a "John Williams Piano Book for Beginners," it is possible in short five-minute lessons before school to give individual pupils the understanding of elementary music. Talk of middle C, soprano, alto, octave, keyboard, different notes, and music signs, and these youngsters understand. A few have this training at home; many do not. Every time I look at that organ, I think of Moses: "What hast thou in thine hand?" Some day a piano will stand in its place, but until then—well, middle C is still middle C, even on the keyboard of a nineteenth century organ.

When the first work on the county chorus songs began several years ago, there was a chart for each school. Pupils' names were on the chart, and opposite each name, a list of the songs. Standing by the victrola, each one sang, and if right, a star was given. When all songs were starred, the pupil belonged to the county chorus. Eagerly they tried again and again while the pupils with keen ears checked the others. In this, as in many other phases of music, the teacher with little ability can trust and guide pupils who are capable of detecting nice differences in sounds. Great was the amusement of the whole school when the smallest girl patiently worked and worked to bring the largest girl up to standard. Their goal was "Every one in the county chorus", and most of the work was done in those idle moments before school. They were too canny to let the teacher escape. Oh, yes, I practised chorus songs before and after school—very meekly, too. Still do, for that matter.

Out of this greater demand for music will come a need for better trained teachers. One must have some knowledge of beginning music to be able to teach the new music course; but many teachers will not seek that knowledge unless it is made a requirement. Let us hope that when it is

made, the gravest consideration will be given to the need to be met; and, instead of being sentenced to monotonous scales and inane pieces, the training given will be in music which we can receive as happily and gratefully as the youngsters receive theirs.

The first essential of such a course would be an instructor willing to recognize the need and give the help asked. If through the summer, simple, interesting piano lessons equal to grades one or two for adult beginners could be offered and the county chorus songs taught, the course would fit our present need fairly well.

Second, there is a need for listening to and distinguishing the different instruments of the orchestra. Thinking of the ordinary teacher without training in music, let us say that there are many who need this. For such work, a class would meet when the orchestra practiced, sit quietly by, and give ear if the conductor would turn now and then to make a brief explanation of the instruments. By the end of the summer, teachers would know enough to distinguish the instruments, know the place of each in the orchestra, and probably recognize many by sound.

Third, all fear of having to sing should be eliminated from such courses. Stage-fright robs one of power to sing much more quickly than it robs one of power to talk. Adults without training in music invariably express great distaste for college courses wherein they must sing before a class.

Fourth, all non-essentials should be removed. Why should I, an adult with clumsy fingers, sit for hours practising scales? Those are to limber the fingers of musicians. Why should I write the chromatic scales? Those are for students desiring a technical knowledge of music. True, your music teacher might scoff at my statement; but here, as elsewhere in education, the person taking the work knows more about what he needs than those who offer it. When music lessons double the price of tuition, rob one of precious hours, unload a lot of antiquated material, and fit no special need, teachers wisely skip them. The cost alone is item enough; but since class instruction has proved feasible in other schools, why not in college? Shouldn't college tuition cover a course in music when it is obvious we need it much more than

any number of established courses?

Beginning at the lowest level, music has been made interesting in grades; something has been done in a few high schools; but college presupposes we do not want it or that we are already skilled. Most of us would jump at a chance to take a course if it would fit our needs.

Even a non-credit course to train adults to recognize great compositions would be extremely popular in any summer school. While it seems no one has given this great need any special thought, certainly music is just as essential in the teacher's life as in that of her pupils. If we offer it to our pupils and sugar-coat it heavily, why can't we have some sugar-coating too?

For the cap-sheaf, this can be said: Much of the good work of introducing music into rural and small-town schools is being done by teachers inadequately prepared. Valiantly they are working their way through unfamiliar material. To them, and not to the well-trained, should go the chance to suggest what is most desirable and how that need can be met by summer school.

Once I waited to a schoolman, "Some day I want you to put a teacher who knows music in my place. My pupils are ready for more music than I can give." He shook his head, "Very few of our teachers are trained in music." Let's hope that soon he will have to reword his reply, "Very few of our teachers are untrained in music."

<p>Articles of Lasting Interest</p>	<p>The Magazine World</p>	<p>Condensed by Wilfred Eberhart, Ohio State University</p>
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... A study in comparative education.

THUS ARABS ARE TAUGHT

Albert Viton

Condensed from *Asia*, February, 1937

THE AMBITION of almost every Arab high school student is to become a clerk in a government office. Thousands of unemployed youths with diplomas in their pockets every day knock on the doors of the government offices, but since oriental governments are vastly over-staffed already, they are turned away. Rare is the educated young man who has the energy, training, and will power to carve a nook for himself in an indifferent, competitive world.

The most forceful analysis of what is wrong was given me by an old *fellah* in a village near Ramallah: "Do the government schools teach anything useful? Do they teach how to work, how to farm and grow vegetables and trees as they do in the German schools? Of course not. If a boy goes to school one year he is ashamed to work on the farm and wants to run to the city where he will not have to work much: As for him, rather than this kind of education, better none at all."

Not educators, but colonial administrators and missionaries, devised and for the most part have operated the educational

machine of Arabistan. Very little of what is taught in Palestine schools has any relation to life and to present world affairs. The very remote past is always stressed. The most important problem of the country is how to irrigate and cultivate the land, but there are no agricultural or scientific courses offered. The pupil is taught decimal fractions, problems on stocks and bonds, regular polygons and—God save the mark—measurement of inaccessible heights. In history the aim seems to be to inform him of the Argonauts, Odysseus, and Alexander the Great, in ancient times, and Cromwell, Nelson, Trafalgar, and Gordon, in the modern period. The Muslim schools, however, are even worse. The Koran is practically the sole thing taught, and most reactionary parts of the Koran at that.

... What's wrong with the primary schools?

THE FUTURE OF LONGFELLOW SCHOOL

Bernard De Voto

Condensed from *Harper's Magazine*,
February, 1937

NO INSTITUTION is more important to our democracy than the system of public education, and of that system

easily the most important part is the primary schools. Over a period of years, however, they have drifted into a condition of chronic crisis. Their problem may be represented by Miss Kitty Smith and Longfellow Elementary School.

Kitty is young and a woman; she plans to teach until she gets married. She will quit at about the time she has learned how to do her job. She thus creates a turnover so large that Longfellow is staffed in great part by apprentices.

Again, the public schools are linked with politics and spend money for textbooks and supplies. Both of those facts imply graft, and there is no such thing as a concerted effort to put a stop to it.

The tyranny most oppressive to Kitty Smith is not the one that forbids her to smoke in public, but the one that forces her to acquire "credits in education," a "methodology" in great part meaningless, and a set of principles and practices largely erroneous. The system is now so strong that it can scarcely be uprooted.

The assumption that every child, regardless of his capacities, should be maintained in school has turned the schools

into asylums and detention homes which serve merely to rescue children from the streets. Vilification is heaped on every suggestion that we should follow the example of England and France in limiting educational privilege by the individual's ability to learn.

Society can no longer afford astronomical educational expenditure and must require education to serve a less confused function. Much of that enormous sum is wasted—because many of the pupils forced through the system cannot profit from it, and because the system does things that can be more cheaply and effectively done by other agencies.

... Is vocational training an illusion? WHITHER VOCATIONAL EDUCATION?

David Snedden

Condensed from *Occupations, the Vocational Guidance Magazine*,

February, 1937

MANY laymen and some professional educators have desired for centuries that schools should provide young persons with vocational training. Few critical observers, however, now seriously believe that honest and efficient training



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for the vocations of locomotive engineer, auto worker, coal miner, or any of a thousand other vocations can be commenced profitably within the years of adolescence.

What all of us have long failed to realize is that high school pupils eventually find their way into, not three or even ten vocations, but rather several hundred. Imagine a high school attempting to provide genuine training for the three or five in each year's class who are likely to become auto mechanics; the one girl who will become a reporter; the boy who will become an apple grower; and the others who will disperse into several hundred other vocations! And do our thousands of commercial departments in high schools even pretend to provide full competency training for any recognized vocation except that of stenographer—typist? Do they not generally allege that their function is to teach "the principles" of the vocation—"the principles," a term of romantic illusion for school men! As contributions to honest vocational competency, most of our technical and commercial courses have been no better than the medicines used by grandmothers in the seventeenth century.

The road to really functional programs of vocational education lies open, however, to those who care to study it. Suppose California were ready to have thoroughgoing training of automobile mechanics or of homemakers. For the first of these vocations the entire state might need four schools; for the second, ten. No person should be admitted under nineteen years of age; students' expenses should be paid from public funds; courses should be intensive and nearly all training in skills done on strictly commercial work.

... A teacher retorts to Dr. Boyd
WHAT EDUCATION IS FOR
Elliott McCants

Condensed from *Forum Magazine*,
February, 1937

IN THE DECEMBER issue of *The Forum* there appeared an article by Dr. Jean R. Boyd, entitled "What Is a Teacher Worth?" Dr. Boyd, after a severe arraignment of teachers and teaching, declares that formal instruction is unneces-

sary; that if a man feels the need of a tool he will invent it himself, that if he needs to know how to read and write he will teach himself. Unfortunately, I happen to live where the percentage of illiteracy is comparatively high, and I have found that most people, whatever their need, will teach themselves nothing. Even with all the aid which environment gives, self-made men are usually ill made.

We cannot, however, argue with the doctor that the key to all learning is to be found in interest. In so far as a teacher is able to make his work interesting he succeeds; in so far as he is unable he fails. The formula is simple, the application difficult. I fancy that the teacher who has been 100 per cent successful is hard to find.

The doctor avers that teachers are not first-rate people but vary between third and tenth rate. So, I imagine, do most of the people who follow other callings. Even first-rate physicians are comparatively scarce, and a good bedside manner covers a considerable degree of medical ineptitude.

It is undoubtedly true that "incredible excrescences" have "grown up all over our educational system." The average public school teacher, however, is not responsible for the medicine-man performances of the educational hierarchy. He may regard the hocus-pocus with awe, as some do, or with contempt, as I do, but it has little effect on his everyday teaching.

That teaching is hard work, that it is often disappointing and sometimes ineffective any one of us will confess. That it is useless, any comparison between the schooled and the unschooled will disprove.

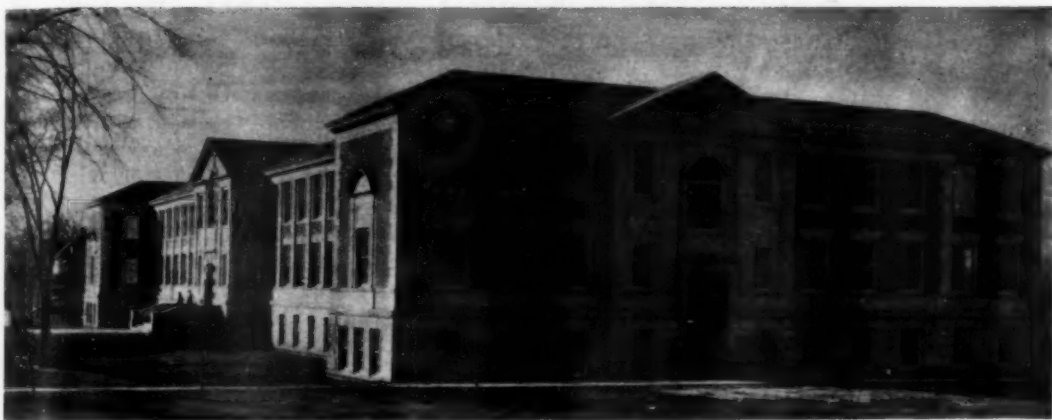
FORMER MISSOURIANS TO NEW
POSITIONS

M. Gordon Neale has resigned the Presidency of the University of Idaho to accept a professorship of school administration in the University of Minnesota. Dr. Neale has served the University of Idaho for seven years which have been marked by successful growth.

A. L. Threlkeld will leave the Superintendency of the Denver schools to take a like position with the schools of Montclair, New Jersey. He has been with the Denver schools since 1921.

Both have served the M. S. T. A. as President and member of the Executive Committee.

THE UNIVERSITY'S NEW SCHOOL OF EDUCATION BUILDING



The building which will house the training school, elementary and secondary, of the Missouri University School of Education was dedicated February 15th in connection with the Twenty-fourth Meeting of the Missouri Department of Superintendence. The occasion brought together many of the former deans and professors of the school among which were Dr. A. Ross Hill, Dr. J. L. Meriam, Dr. Isidor Loeb, Dr. W. W. Charters and Dr. J. H. Coursault. Others sent messages of congratulations.

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Among nutritionists, orthodontists and investigators of various phases of preventive and operative dentistry, chewing gum is recommended for practically everyone from kindergarten ages, up. They say that 4 Factors which foster Good Teeth are: Nutrition, Clean Teeth, Dentist's Care and *Plenty of Chewing Exercise*.

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"But The Dream Lives On"

B. Berenice Beggs, Kirksville, Missouri

THE CULMINATION of a great man's dream today stands a mass of charred timber blackened and water soaked; but fire and water, storm and wind can never wipe out the far flung influence of this dream, a dream that has affected the careers of countless boys and girls who once trudged over Missouri's muddy roads to little district school houses.

Missouri's one time "Model Rural School" is no more the distinctive feature on the Northeast Missouri State Teachers College campus. Cruel tongues of flame wrapped themselves about the little white structure

than days spent in ugly box-like buildings standing out bleakly on some isolated road.

Like John Appleseed of old who crossed the country carrying with him life bearing seeds for future apple trees, this man with a vision, John R. Kirk, who was State Superintendent of Schools carried with him on his speaking tours in the late 1890's a reproduction of the Model Rural School. In a home-made wooden valise he carried it to Boston and displayed it. He opened it on the main stage of educational conventions of Chattanooga and in Denver. The model itself was perhaps in fifty pieces which



The Model Rural School as it Burned

as college students poured from rooming houses in the early morning of February the eighteenth. "The Little Theatre is on fire" came the shout from several youths who dashed across the campus, "let's save the stage properties!" The Model Rural School had in recent years been converted into a little theatre for aspiring young actors of the speech and drama department of the college but the lads and lasses in denim overalls and calico prints who attended model rural schools patterned after Missouri's first Model Rural School are today playing real parts in life's ever changing drama and the parts they play are colored by the memories of days spent in clean, comfortable artistic schools rather

could be assembled in five minutes. It contained a duplicate of all the equipment of the school even to the furnace and dynamo. The model was exhibited at the Panama-Pacific Exposition in San Francisco in 1915 and in a number of educational conventions during the years from 1897 through 1912.

"This school was opened on the college campus in 1907 to show what a rural school in any part of Missouri could do for a reasonable expenditure of money," said Mr. Kirk who was interviewed on the day of the fire. Sitting in a comfortable office in front of his desk his kindly mellowed face lit up as he told about the days when the school children were transported to the model school. Old Mr. H—— with thir-

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teen children who lived down in a gulch west of town was induced to furnish teams and bring the children to school. He had a wagon sixteen feet long seating twenty-five. With seven of his own children the driver started out each morning and gathered up the rural boys and girls along the route. From the roughest hills skirting the Chariton River bottoms they came. For three years he faithfully performed his duty in rain and shine, wind and hail. In 1915 a new enclosed wagon was installed. The new wagon was heated by a hot air furnace underneath the wagon bed. The draft was regulated by the driver who prepared a bed of glowing coals before he started on the trip.

What a treat it was for the rural children to attend this school on its opening in the fall of 1907. Many of them had no conception of a cheerful comfortable school well equipped with maps, stereopticon, library, lavatories and suitable movable desks. The building had three floors. The main one where most classes were conducted was the first floor. Cheerful and

attractive in appearance it was lighted by six large windows on the north.

The basement had a concrete floor and concrete walls and contained the furnace room, laundry room and gymnasium. In the attic, the laboratories as well as the work benches for manual training and the apparatus for the domestic science classes were located.

From a well nearby water was pumped by a dynamo into a pressure tank from which it went to all parts of the building. The building was lighted by gas and electricity generated by its own plants.

Back in 1907 and until the school was discontinued, the teachers who taught in the Model Rural School were observed daily by teachers in training, the students in the college, who were preparing to teach in rural communities. "That school," said Dr. Kirk, "ran all the time on the plan of homogeneous grouping. By that I mean that children of like abilities in arithmetic were taught in classes together regardless of age level or grade placement. The grouping you see was according to ability in differ-

ent subjects." Why should not a ten year old read history with a twelve year old if he has the ability in that subject in spite of the fact his arithmetic ability might group him with other ten year olds? "Adaptability and adjustability must be the foundation of our school curricula," Dr. Kirk asserts.

As a leader in the field of education John R. Kirk's idea of better rural schools gradually took hold and before he went out of the office of State Superintendent of Schools in January, 1899, from one to six rural schools in each county in the state were modeled after the pattern of the school which he had carried in miniature into every county teachers meeting in Missouri.

Shortly after Missouri's Model Rural School had been constructed on the campus of the then First District Normal School it attracted the attention of national leaders particularly because of the investigation by the Commission on Country Life appointed by President Theodore Roosevelt. President Roosevelt as well as the intellectual leaders of his day felt great concern over the industrial call of the city which was sapping the farm population of its best manhood. In the words of one of the leaders of that day, "The rural problem is to maintain upon our land a class of people whose status in our society fairly represents American ideals—industrial, political, social and ethical." President Roosevelt urged the "holding of local, state and national conferences on rural progress designed to unite the interests of education, organization and religion into one forward movement for the rebuilding of country life."

Long before the cherished hope of John R. Kirk had taken form, he was thinking of the welfare of Missouri's rural children knowing full well that the school was by far the most potent influence in the rural community because it touches all homes alike. With a new kind of school, he realized new social conditions would invariably follow. In Missouri in the early 1900's most of her 10,000 one room rural schools strangely contrasted with the Kirk Model School. Walls papered with large figured designs, circular stoves with rusty pipes, plaster falling from ceilings, blackboards

too high for small children to reach, sagging doors and broken window panes were all characteristic of the box car type of schools then so conspicuous in rural communities and still existing in a number of districts in spite of improved highways, telephone connections, modern electrical devices, radios and better living conditions in our homes.

After demonstrating that schools in rural communities could be comfortable, well equipped and efficiently handled the next step of John R. Kirk was to establish a relation with a rural school a few miles from Kirksville whereby prospective rural teachers could observe the work carried on in a typical rural community. The Porter School taught by a progressive and alert woman, Mrs. Marie Harvey, proved to be the means whereby many capable young men and women attending the Teachers College received invaluable training. Through Mrs. Harvey's leadership, the Porter Rural School became the mecca of visitors from all parts of the United States. Mrs. Harvey had been one of the teachers in the Model Rural School (1910 to 1912) and was a leader in the Rural Life Movement sponsored by President Roosevelt. Dr. Evelyn Dewey's *New Schools For Old*, a study of the regeneration of a rural school of the old type, pictures the Porter School in its various stages of progress.

Missouri's little red school house once kept the fires of learning bright and burning in the days of our grandfather in spite of many hardships. Now, we might ask ourselves are we as efficiently handling our educational problems in the automobile age? The school must offer opportunities on a par with present day needs as the "little red school house" once did on a par with yesterday's needs. A horse and buggy education is hardly the type in the streamline period of living and John R. Kirk's vision must be carried on and on by all who believe that this country's most precious resource is its youth.

"One of the privileges of life," says Herbert Quick, "is to be a dreamer. The dreams of yesterday are the prosaic facts of today. A man flew last year from the Atlantic to the Pacific—but Darius Green was a dreamer."

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Important Bills Now Pending Which Affect Education

House Bill No. 24, by Downing of Knox County, seeks to repeal Section 9254, R. S. 1929, relating to school fund mortgages, and to enact a new section authorizing county courts to accept a smaller amount than the loan, in discharge of a mortgage, after an investigation and an appraisal of the property by three disinterested freeholders.

House Bill No. 56, by Taylor of Chariton County, seeks to appropriate one-third of the general revenue of the State for the support of public schools. The bill now is on the informal calendar of the House, and may be called up for consideration at any time. The passage of this bill in its present form is by no means assured. Some members of the House seem to favor appropriating only one-fourth of the general revenue for the support of public schools, and others seem to be willing to appropriate one-third only in connection with the passage of some measure similar to either House Bill No. 7 or House Bill No. 256. School people should see that their representatives and senators learn the will of their constituents in this connection. The appropriation of only one-fourth of the general revenue for school support would mean

less money from the State next year than is being received this year, but slightly more the following year, if the sales tax is increased to 2% and no money now going into the general revenue fund is diverted therefrom.

House Bill No. 208, by Bentley of Randolph County, would provide that no public school funds derived from the sale of bonds or from taxes levied for building purposes could be used for the erection of any school building until plans and specifications for such building had been approved by the state superintendent of schools, and would require the state superintendent to develop a building code and furnish a copy of such code to any school board or architect requesting the same. This bill has passed the House.

House Bill No. 222, by Drury of Ste. Genevieve County, Roberts of Newton County, and Turner of Buchanan County, would amend Section 13 of the 1931 school law by adding a new section to be known as Section 13a providing for the apportionment to the treasury of each county of the minimum guarantee for an elementary teaching unit for the purpose of providing clerical assistance to the county

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superintendent of schools. The bill has been reported favorably by the House Committee on Education.

Committee Substitute for House Bill No. 223, by the House Committee on Education, modifies House Bill No. 223 so as to graduate salaries of county superintendents according to qualifications. The bill is now on the informal calendar of the House, awaiting perfection.

House Bill No. 248, by Held of Gasconade County, seeks to amend Section 14 of the 1931 school law by reducing from 30 to 24 the lower limit of the number of pupils in average daily attendance required to enable a district to qualify for two elementary teaching units.

House Bill No. 256, by Phillips of Kansas City, seeks to amend the 1931 school law so as to set aside into a school tax relief fund 12½% of the State school moneys fund, to be apportioned to those districts that for any school year levy in excess of 60 cents on the \$100 for teacher and incidental purposes, the apportionment to be made on the basis of total days' attendance, but payment to be made to a district only on condition that it levy for teacher and incidental purposes a rate below the constitutional maximum of 100 cents on the \$100, such that a rate representing the difference between 100 cents and the rate actually levied would produce in taxes an amount not less than the amount apportioned to the district from the school tax relief fund. This bill is

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much less objectionable than House Bill No. 7, and is likely to be pushed for passage.

House Bill No. 296, by Roberts of Newton County, seeks to amend Section 19 of the 1931 school law by adding the following at the end of the section: "Provided further, that a common school district formed in accordance with the provisions of Section 9275, Revised Statutes of Missouri, 1929, shall constitute an enlarged district and shall be eligible for building aid as provided in this section, if the formation of such district results in the abandonment of two or more school buildings, if the average daily attendance of pupils residing in the territory embraced in the new district was not less than fifteen during the last year schools were maintained in the school buildings abandoned, and if the plan for the formation of the new district had the written approval of the State Superintendent of Public Schools and the county superintendent or superintendents of the county or counties in which the territory embraced in the new district is located."

House Bill No. 330, by Hamlin of Marion County and Hamlin of Greene County, proposes a state wide teacher-retirement system for Missouri. For the complete provisions of this bill see page 103.

House Bill No. 355, by Skaggs of Howell County, Meeks of Oregon County, and Hall of

Christian County, seeks to repeal sections 9481 to 9505, inclusive, also Section 9509, of the present law relating to textbooks and to enact 22 new sections providing for a state textbook commission to adopt textbooks for use in all public schools of the State except those in cities of 2500 population or more.

House Bill No. 375, by Divine of Cooper County, seeks to amend Section 13 of the 1931 school law by adding a sub-section to be known as Section 13b, reading as follows: "Only those districts shall receive equalization quotas under the provisions of Section 13 of this act in which schools were maintained the preceding year in accordance with standards approved by the State Superintendent of Schools, or from which pupils were transported, as provided in Section 15 of this act, to districts in which schools were so maintained."

House Bill No. 376, by Divine of Cooper County, seeks to amend the 1931 school law by adding a subsection to Section 13 to be known

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as Section 13c, reading as follows: "In addition to the items required by Section 13 of this act to be subtracted from the minimum guarantee of a school district for the purpose of determining the equalization quota of such district, after June 30, 1938, there shall be subtracted also the amount, if any, by which the actual proceeds of the minimum guarantee of such district for the preceding year exceeds the amount spent during that year for the maintenance of the school or schools of such district, and maintenance shall be construed as including only teachers' wages and incidental expenses: Provided, however, that if no school is maintained in said district, but the pupils thereof are transported to another district or other districts, maintenance shall be construed as including only the amount spent for the transportation and tuition of such pupils."

House Bill No. 429, by Ward of Jasper County, seeks to repeal Section 9213, R. S. 1929, and to enact a new section that would authorize the use of funds derived from the State in providing gratuitous instruction for persons under six and over 20 years of age, and provide for the attendance of such persons to be a part of the basis for state aid.

Senate Bills

Senate Bill No. 6, by Quinn of Maywood, is identical as regards provisions with House Bill No. 24.

Senate Bill No. 70, by Mabey of Unionville, would modify Section 9312 of the present



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school laws by authorizing additional transfers of funds, including transfers from the teachers' fund. This provision makes the bill highly objectionable to teachers.

Senate Bill No. 79, by Searcy of Eminence, would repeal sections 9481 to 9509, inclusive, of the present school laws, relating to textbooks, and enact nine new sections providing for a State textbook commission to be composed of the State Superintendent of Schools, the president of the University of Missouri, and the presidents of the five State Teachers Colleges, and authorizing the members of the commission to either write all the textbooks to be used in the public schools of the State or to purchase copyrights to books already written, and to have such books printed in Missouri, either by contract or in plants owned and operated by the State. The bill also would prohibit the textbook commission to change any books chosen as provided in the act until the lapse of at least ten years.

Senate Bill No. 84, by Briggs of Macon, seeks to amend Section 9471 of the school laws of Missouri so as to require all papers written by applicants for county teachers' certificates to be sent to the State Superintendent for grading. This is a companion bill to Senate Bill No. 85.

Senate Bill No. 85, by Briggs of Macon, would amend Section 9475 of the present school laws, relating to fees for county teachers' examinations, by striking out of said section "five cents for each subject written by each applicant, whose papers are sent to the

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Senate Bill No. 89, by Briggs of Macon, seeks to amend Section 9325 of the present school laws, found on pages 47 and 48 of the Revised School Laws, 1933, by striking out all of said section beginning with the word "Provided" in the third line on page 48 of said School Laws of 1933. The purpose seems to be to meet a situation existing in St. Louis County.

Senate Bill No. 113, by Cope of Salem, seeks to amend an act of the 56th General Assembly, authorizing the employment of superintend-

ents for three-year terms and other teachers for two-year terms, so as to extend its application to the entire State and to schools in which the superintendent does not devote his entire time to supervisory and administrative work. The law now applies to St. Louis County only, and only to those districts in which the superintendent devotes his entire time to supervisory and administrative work.

Senate Bill No. 146, by Briggs of Macon, seeks to amend Section 9357, R. S. 1929, relating to building aid, by providing for the approval of building plans by the State Superintendent of Schools and making possible the granting of aid for more than one building in a district, the intention being to make possible the granting of aid for buildings for both white and negro pupils.

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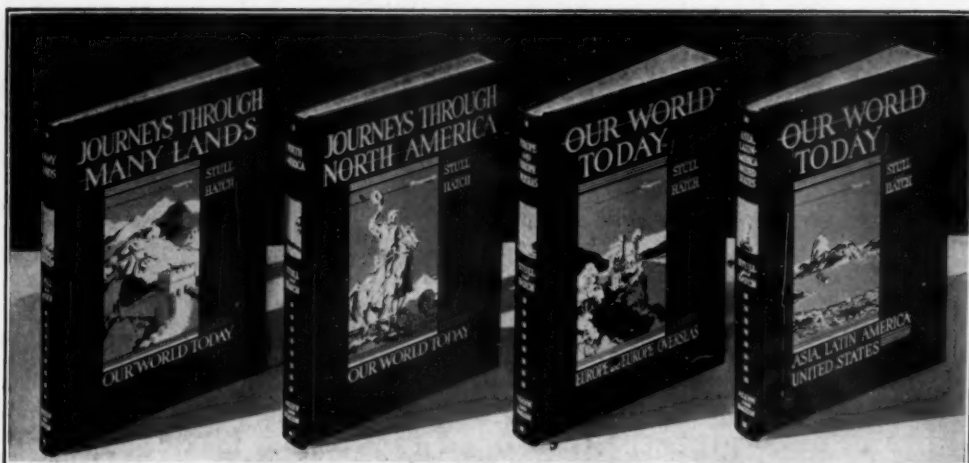
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